

1979

# The Development of a Board Policy Manual for the Edwards County Community Unit School District Number One

Mickey Roger Wright  
*Eastern Illinois University*

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## Recommended Citation

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Author

THE DEVELOPMENT OF A BOARD POLICY MANUAL FOR THE  
EDWARDS COUNTY COMMUNITY UNIT SCHOOL DISTRICT NUMBER ONE  
(TITLE)

BY

MICKEY ROGER WRIGHT

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1979  
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

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DATE

July 9, 1979  
DATE

THE DEVELOPMENT OF A BOARD POLICY  
MANUAL FOR THE EDWARDS COUNTY  
COMMUNITY UNIT SCHOOL  
DISTRICT NUMBER ONE

BY

MICKEY ROGER WRIGHT

B. S. in Ed., Eastern Illinois University, 1965  
M. S. in Ed., Eastern Illinois University, 1971

ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements  
for the degree of Specialist in Education at the Graduate School  
of Eastern Illinois University

CHARLESTON, ILLINOIS  
1979



THE DEVELOPMENT OF A BOARD POLICY  
MANUAL FOR THE EDWARDS COUNTY  
COMMUNITY UNIT SCHOOL  
DISTRICT NUMBER ONE

The purpose of this field study was to develop a comprehensive, codified policy manual for the Edwards County Community Unit School District #1. Until the field study was completed, the district's policy manual was very sketchy and next to impossible to find a particular item since it lacked a proper coding system, page numbers, and index.

The problem was to point out to the Board of Education the advantages of written policies and the need for a comprehensive, codified policy manual in their district. The study goes into a short narrative on the advantages of written policies and the need for a proper policy manual in the district.

The bulk of the paper is devoted to the procedures used in the Edwards County district in developing a new and properly codified policy manual. Briefly, these procedures involved:

1. The selection of a board policy project director and the criteria used in his selection.
2. The formation of a policy committee, its purpose

and the selection of its members.

3. The establishment of the project objectives and the setting of limitations.
4. The basis for the selection of the Educational Policies Service of the National School Boards Association policy format and codification system.
5. The establishment of a time line within reasonable limits.
6. Procedures used in the search of source documents with a list of the source documents used in the project.
7. Procedures used and reasons for the preparation of rough drafts.
8. System used for preparing the final version.
9. The mechanics of the entire project and the systems finally used.
10. The procedures to be used for presenting and the ultimate adoption of the policy manual to the Edwards County Board of Education.

With the project completed and put together, the author makes a procedural recommendation on how to keep the policy manual up-to-date and points out the necessity for doing so. He then goes on to summarize the project and draw his conclusions.

The field study contains appropriate appendixes such as a bibliography of related literature, an introductory

letter to the policy committee, committee agendas, and the completed Board Policy Manual of the Edwards County Community Unit School District #1 containing over three hundred policy entries. The document is large, and represents many months of preparation and work. The result is a comprehensive, codified board policy manual for the Edwards County district which will be functional for Edwards County. This in itself is proper justification for the project.

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## ACKNOWLEDGEMENTS

The Board Policy Manual for The Edwards County Community Unit School District #1 took several months to complete. Many individuals were instrumental in its completion and are deserving of acknowledgement. The following people deserve particular thanks:

Dr. Gerhard Matzner, Eastern Illinois University, for his advice, recommendations, and assistance in the initial planning, development, and completion of the project.

Dr. Donald C. Walker, Superintendent, Edwards County community Unit School District #1, for his advice and assistance on policy development.

The Board of Education of the Edwards County Community Unit School District #1, for their support and cooperation in the total project.

The Policy Development Committee of the Edwards County Community Unit School District #1, for its members' work, suggestions, and dedication toward the total completion of the project.

The other building principals of the Edwards County Community Unit School District #1, for their very

helpful suggestions: Robert Wallace, Edwards County Senior High School; Grover Burkett, Bone Gap Grade School; and Gary Schurz, West Salem Grade School.

George Calhoun, offset printing instructor, Edwards County Senior High School, and his students for their help in solving the mechanical aspects of the project.

Diane Wright, typist, for her many hours at the typewriter typing the numerous drafts and the completed document.

Without the aid, support, and assistance of the fore-named groups and individuals, the Board Policy Manual for the Edwards County Community Unit School District #1 would have been next to impossible to complete.

Mickey R. Wright  
Principal, Albion Grade School  
and Policy Project Director



## CHAPTER 1

### WRITTEN POLICIES IN SCHOOL OPERATIONS

There has been a great amount of emphasis in recent years for school boards across the country to take a serious look at their policies. Two prominent associations, The National School Boards Association and The Illinois School Boards Association, have been very active in this endeavor. Yet, with all this emphasis, there still remain many districts that do not have an orderly, comprehensive, codified policy manual; thus, their administrators are forced to operate the schools in a somewhat confused manner at times due to the lack of proper direction in the form of written policies.

A lot of boards, especially those in rural areas, do not know, or choose not to know, the advantages written policies provide. Writing, updating, and codifying a policy manual appears to the average board member to be a tremendous undertaking for which he/she does not have the personal time to commit; therefore, it becomes the task of the district administration to point out the need for a well written, codified policy manual to their boards of education.

## Functions of Written Policies

Policies are guidelines, adopted by boards of education to chart a course of action for their respective districts. Policies tell what is wanted and may also include why and how much. They should be broad enough to admit discretionary action by the administration in meeting day-to-day problems, yet be specific enough to give clear guidance.<sup>1</sup>

Written policies have many advantages. The Educational Policies Service of the National School Boards Association gives the following ten advantages:

1. Written policies show everyone that the board is running a business-like operation.
2. They inform everyone about the board's intent, goals, and aspirations. Ambiguity, confusion, and trouble are more likely to result when policies are not in writing.
3. They give credence to board actions. People tend to respect what's in writing, even though they may not agree with every jot and tittle in the board's policy manual.
4. They establish a legal record. This is especially important for those policies that carry the force of law.
5. They are impersonal. They make whimsical administration difficult.
6. They foster stability and continuity. Board and staff members come and go, but the policy manual (kept updated, of course) endures, and helps assure smooth transitions when organizational or staff changes occur.
7. They give the public a means to evaluate board

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<sup>1</sup>William E. Dickinson, The School Administrator's Guide To The EPS/NSEA Policy Development System, p.3.



performance. Publicly pronounced policy statements prove that the board is willing to be held accountable for its decisions.

8. They contribute to the board's efficiency. Many routine decisions can be incorporated into written policies, thereby freeing up board meeting time for more important matters.
9. They clarify board-superintendent functions. When the board establishes policy guidelines, the superintendent can get on with his or her daily work.
10. They help disarm crackpot critics. The accusations of local cranks seldom prevail in districts that have clearcut and timely-written policies that reflect thorough research, sound judgement, and careful planning.<sup>2</sup>

In essence, written and continuously updated policies are essential for any school district, regardless of its size or location.

#### The Need for a Policy Manual

The Edwards County Community Unit School District #1 was formed in 1948 as the first county unit in the state of Illinois. There were 42 units combined into one at that time, which offered a k-12 program. Originally, there were ten buildings in the district. Over the years, this number has decreased to four. Elementary schools are located at Albion (k-8), Bone Gap (1-8 and elementary special education), and West Salem (k-8). The Edwards County Senior High School (9-12) is located in Albion. The community is a rural community with farming being the main activity, but there

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<sup>2</sup>Dickinson, pp. 8-9.

is an expanding factory in the district, oil fields nearby, and a coal mine opening up to the south.

Until 1974, the only policy manual in existence in the district was a twenty page document consisting basically of statutes and outdated professional job descriptions. In 1974 the district was to be visited by the Illinois Office of Education and their visitation team. The district administration realized that the policy manual it had was not sufficient, so the superintendent at that time attempted to pull together as many policies and district documents into a more acceptable format, as was possible in a short time. This manual consisted of a seventy-seven page document. It contained more written policies than the previous manual, but was very heavy on job descriptions, government-required policies, advisory council guidelines, athletic guidelines, etc. A major problem with this document was that it was very difficult to find any particular item since the pages were not numbered, or the entries coded. There was not a table of contents or an entry index in the manual. A person using this manual simply had to thumb through the booklet until the entry being sought was found. Chances were that what was being sought was not in the manual, since many of the Board's policies were not written down in manual form, but simply appeared somewhere in the board minutes. Needless to say, this caused a lot of inconsistency on the part of the board and the district administration.

During the summer of 1978, the administration of the Edwards County Community Unit School District #1 presented

to the Board of Education its desire for an updated, comprehensive, and codified policy manual. After much discussion of the need and the advantages of such a document, the Board accepted the recommendations of the administration, and the project was endorsed.

## CHAPTER 3

### PROCEDURES INVOLVED IN THE DEVELOPMENT OF THE POLICY MANUAL

The completed policy manual for the Edwards County Community Unit School District #1 is the result of many months of planning, research, and just plain work. In Edwards County, many items had to start from point zero and progress from there. Since the members of the Board are lay citizens of the district, the time they could devote to the project was minimal. They were, however, kept informed of the progress and the problems encountered, at the monthly board meetings. The Board relied on their selected committee and project director to sort out the problems encountered in the development of the manual and acted in an advisory nature on controversial items. In this way, the Board was kept directly involved in the development of the manual, yet was not bogged down so much that the routine operations of the district were interfered with.

#### Selection of a Project Director

The selection of a project director for the development of a new, updated, and codified policy manual for the Edwards County Schools was the first step taken by the Board after the initial decision to proceed with the project. The

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individual selected had to be one who was willing to devote the necessary time and energy required of such an undertaking. The project director had to have a clear understanding of the board-administrative function. He had to have an appreciation and understanding of the logic of categories since it would be his job to categorize several separate policies and intentions of the Board and administration. He had to be able to write clearly and concisely since he would be called upon to edit source documents and to draft new and revised policy statements. Finally the project director had to be one with sufficient tenure in the district so as to be directly familiar with the district's past policies, practices, traditions, problems, and aspirations. With all these things in mind, the Board appointed the writer of this field study as the project director.

#### Selection of a Policy Committee

After the selection of a project director, the Board proceeded to form a committee to assist and advise the director. The major intent of the committee was to be that of a "sounding board" for the policy proposals so that many problems could be aired before being brought to the complete Board.

The committee was large enough to make sure that all segments of the educational system was represented, yet small enough to be functional. The committee agreed upon consisted of eight individuals. The project director acted

as chairman. Two board members were selected to represent the Board and the community. The superintendent of schools was included as a member of the committee because of the expertise he could offer. One teacher from each of the four schools in the district was selected to serve on the committee.

The building principals acted in an advisory capacity to the committee and ultimately to the Board.

### Establishment of Objectives

The goal of the project, naturally, was to create a comprehensive, up-to-date, codified policy manual for the Edwards County Community Unit School District #1. In order to accomplish this goal, objectives had to be established and limitations set. With this in mind, the following objectives were agreed upon:

1. Identify and code all existing explicit and implied policies of the Board.
2. Limit the task to policies with the intent that needed administrative rules, administrative regulations, and exhibits be taken up at a later date.
3. Identify and eliminate all governing statements of the Board and administration which are obsolete, trivial in nature, or inadequate as policy guides.
4. Identify and reconcile all governing statements which contradict each other.
5. Identify and eliminate all governing statements

which are contrary to law, Illinois Office of Education regulations, and attorney general rulings.

6. Identify vital areas of concern which are not covered by written policy.
7. Prepare needed new policies.
8. Codify all policies and put them into a manual form in which each policy is easily located.

#### Selection of a Codification System

One of the most important decisions in the creation of the policy manual was the selection of a codification system. The system selected was one created by The Educational Policies Service of the National School Boards Association because of the numerous advantages it offered.

The system contains twelve sections:

- A. Foundations and Basic Commitments
- B. School Board Governance and Operations
- C. General School Administration
- D. Fiscal Management
- E. Support Services
- F. Facilities Development
- G. Personnel
- H. Negotiations
- I. Instruction
- J. Students
- K. School-Community Relations



## L. Education Agency Relations

Each section has its own family of terms called descriptors which provide suggested titles for policy statements. The coding of these descriptors is by the letter system. The use of a letter codification system has two major advantages: (1) it is more flexible in that there are 26 separate letters available for use compared to only ten digits; and (2) it requires no decimal points, a feature which tends to reduce the likelihood of copying and filing errors. Anyone who knows the alphabet can quickly learn the logic of the system.<sup>1</sup> A study of the manual and the introduction accompanying it should clarify the simplicity and flexibility of the codification system.

For ease in finding policies, for making future revisions and future additions or deletions, each policy is on a separate page with the code in the upper right hand corner eliminating the need for page numbers in the manual (Appendix C). The manual is designed for a three-ring binder format so that when new policies are added, or existing ones changed or deleted, the new pages can be put in and the old ones removed easily.

### The ESP/NSBA Policy Development System

In addition to its easily adaptable codification system, the Educational Policies Service of the National

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<sup>1</sup>William E. Dickinson, The School Administrator's Guide To The EPS/NSBA Policy Development System, p. 14.

School Boards Association -EPS/NSBA- provides total policy services to districts interested in writing or updating policy manuals. It is a cooperative of nearly 2,000 school districts and educational agencies throughout the United States and Canada. In the development of a policy manual for the Edwards County Schools, the materials, services, and assistance provided by the EPS/NSBA proved to be invaluable.

There were three items provided by the EPS/NSBA that the project director found to be most useful: (1) The Educational Policies Reference Manual; (2) The Administrator's Guide to the EPS/NSBA Policy Development System; and (3) the search certificates.

The Educational Policies Reference Manual is a two-volume reference manual containing the EPS/NSBA system for codifying board policies, a starter file of more than 450 codified policy reference documents covering the most important areas of policy concern, and a handy index of all terms used in the system. From this manual, the project director was able to extract many policy ideas for the Edwards County Schools policy manual.

The Administrator's Guide to the EPS/NSBA Policy Development System provides a step-by-step guide to policy codification and development procedures. It provided the project director with the frame work for selecting, writing, codifying, and organizing policies for the completed policy manual.

Search certificates are "blank checks" issued to the project director by the EPS/NSBA. They allow the project director to receive reference help and policy documents from the Policy Information Clearinghouse. When a complex problem arose in the development of a particular policy and an acceptable solution could not be worked out, the project director simply filled out a search certificate, sent it to the EPS/NSBA, and received, within a few days, the information needed to solve the problem. This information was usually in the form of sample policies or reference information.

The EPS/NSBA Policy Development System is not the only system on the market. The Illinois School Boards Association, for example, offers another type of system. The Edwards County Schools chose the EPS/NSBA system over the others because it felt that this system would best meet the needs of the district.

#### Establishment of a Time Line

A project of such magnitude as a policy manual is a time-consuming endeavor. It could be extended over many months unless reasonable projected dates are set. For the purpose of this project, the following tentative time line was established:

August 21, 1978 - Board approved the use of The Educational Policies Service of the National School Boards Association system.

September 11, 1978 - Received The Educational Policies  
Service of the National School  
Boards Association Kit.

October 16, 1978 - Board approved the Board Policy  
Development policy and allowed the  
formation of a policy development  
committee.

November 16, 1978 - Committee will meet at 2:00 p.m.  
in the Albion Grade School Library  
for the purpose of establishing  
future meetings plus the discussion  
of sections A, B, and C.

December, 1978 - Discussion of sections D, E, and F.

January- 1979 - Discussion of sections G and H.

February, 1979 - Discussions of I and K.

March, 1979 - Discussion of sections J and L.

April 16, 1979 - Presentation of completed document to  
the Board of Education.

May 21, 1979 - Board adoption of the document.

This time line was adhered to rather strictly until April  
when the mechanics of the project set it back two months.

### The Search of Source Documents

One of the more time-consuming tasks of the project  
was the search of various source documents which might con-  
tain policies or statements having the force of policy.

Documents searched were:

1. The existing policy manuals
2. The Illinois Program for Evaluation, Supervision, and Recognition of Schools---Document 1
3. Board minutes since April 10, 1967
4. Current contracts for both professional and non-professional staffs
5. Student handbooks
6. Various advisory council guidelines
7. Cooperative agreement contracts
8. Building program procedures
9. Purchasing procedures
10. Emergency operating procedures
11. School calendars
12. Facilities use procedures
13. Job descriptions
14. Unwritten operating procedures
15. EPS/NSBA manual for policies that possibly the district should have

After all source documents and procedures were searched and policy statements extracted, a preliminary code was assigned to each.

#### Preparing Rough Drafts

After all source documents and procedures were searched and tentative codes assigned, a rough draft of each of the twelve sections was prepared section by section. These rough drafts were typed and duplicated one at a time and



presented to the superintendent and building principals for their review, comments, and suggestions. The rough drafts were then presented to the policy committee along with the superintendent's and building principals' recommendations and suggestions two weeks before each committee meeting (Appendix B). The policy committee would then study the rough drafts, jot down their questions, comments, and suggestions and bring these with them to the committee meetings. At the meeting the entire committee would work out the rough spots and concerns. After the meetings, it became the task of the project director to take these results, edit them, and write the final version.

#### Preparation of the Final Version

Once all the various individuals and groups previously mentioned had their input into each policy section and decisions were made that were acceptable to all concerned, the task of editing and writing the various policies for presentation to the Board of Education fell to the project director. The project director reviewed each section as to: (1) eliminate redundancies; (2) cut out verbal fat; (3) make sure the meaning was always clear; (4) establish a consistent writing style; (5) reconcile policies that were in contradiction with each other; and, (6) eliminate all policies which were contrary to Federal law, Illinois law, Illinois Office of Education rules and regulations, or court rulings. In essence, the project director must impose the discipline

of one writer to raw materials that may have been written by many writers.<sup>2</sup>

### Mechanics of the Project

The mechanics involved in the development and dissemination of a policy manual were quite staggering. There were many things that had to be taken into consideration. First and foremost was that of obtaining the services of a competent typist. This individual had to type rough drafts, revised drafts and finally the completed version. It demanded a lot of work, patience, skill, and dedication.

Since typing was such an important part of the project, commercial items from the Educational Policies Service of the National School Boards Association were used where possible. For a nominal fee, introduction pages, classification pages, index tabs, and code finder indexes were purchased. This cut down on typing and made the finished manual much easier to use. Three-ring note books for binding the policy manual were purchased from a school supply company.

Since more than one copy of a policy manual is needed, a means of making sufficient copies of the manual was necessary. This problem was solved by the offset printing class at the Edwards County Senior High School. The instructor and his students took the original document, set it up and ran off the necessary number of copies. These copies were laid out in order, section by section, on a

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<sup>2</sup>Dickinson, p. 12.

long table. After many trips around this table putting each copy together, then reviewing each copy for accuracy, The Policy Manual for the Edwards County Community Unit School District was completed and ready to present to the Board of Education.

#### Presentation to the Board of Education

The culmination of the project will naturally be the formal adoption of the policy manual by the Edwards County Board of Education. Printing and other mechanical difficulties threw the time schedule off by two months, so the completed manual can not be presented to the Board until June 18, 1979. Since the Board was kept involved and informed throughout the project, there should be very few if any changes in the document. Formal adoption should occur July 16, 1979.

#### Plans for Keeping the Policy Manual Current

All the work that went into developing, writing, and putting together the policy manual will be for naught if a workable plan for keeping it current is not adopted. All copies of the manual should remain the property of the district and their whereabouts known. Each summer, all manuals should be recalled to the district office. At this time all new and properly coded policies should be added to each manual, all changed policies should be removed with the new versions being put in their place, and any policies



deleted should be removed. If this is done, the policy manuals will remain up-to-date and can again be distributed to the various locations and individuals from which they came.

## CHAPTER 5

### SUMMARY AND CONCLUSIONS

It is quite evident that the development of a policy manual is a tedious and time consuming task, but the results of all the work involved is its own justification:

1. With written policies, stability and continuity in the district is a direct result. People come and people go in the schools, but written policies endure. An updated policy manual allows for smooth transitions when changes in personnel occur.
2. With written policies, the people are kept informed of the district's goals, its position on various educational issues and its operational procedures. In other words, the policy manual becomes the district's accountability guide.
3. Written policies act to clarify the board-superintendent relationship. They give the superintendent the direction needed to perform his job.
4. Written policies save the superintendent time and effort. He does not have to go to the Board each time for a decision. He disposes of the matter on the basis of policy.
5. Finally written policies save time and effort for the Board. Where policy exist, there need not be

long board discussions on details of administration or procedure. Referring to accepted written policy on the matter and adhering to the policy is all that needs to be done.

It must be remembered that a district that attempts to operate without a clear, functional policy manual is like a ship without a rudder. The district moves in whatever direction the currents take it. A well-organized policy manual acts as the rudder for a school district. It keeps the district on a straight course in the accomplishment of its goals and ultimately the best education possible for its youth.

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## APPENDIX A

### LETTER TO POLICY COMMITTEE

# Albion Grade School

Office of the Principal  
230 North Fifth Street  
Phone (618) 445-2013

Albion, IL 62806

October 27, 1978

Dear

I was pleased to learn of your appointment and subsequent acceptance of the task of serving on the policy development committee for our school district this year. Members of the committee are:

Mr. Delmar Sample, Board of Education  
Mr. Mike StLeger, Board of Education  
Dr. Donald Walker, Supt., Edwards County Schools  
Mr. George Calhoun, Edwards County Senior High  
Mr. Verne Koker, Bone Gap Grade School  
Mrs. Gail Hasewinkle, West Salem Grade School  
Mr. Paul Collins, Albion Grade School  
Mr. Mickey Wright, Project Director

The principals of the various schools will serve in an advisory capacity.

Our task this year will be to organize and develop a codified policy manual for the Edwards County School District. Policies and policy ideas will come from various sources such as present policies, board minutes, committee ideas, and the Educational Policies Service of the National School Boards Association whose system we will be using.

Policies are guidelines, adopted by the board to chart a course of action. They tell what is wanted and may also include why and how much. They should be broad enough to admit discretionary action by the administration in meeting day-to-day problems, yet be specific enough to give clear guidance.

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1. They show everyone that the board is running a business-like operation.
2. They inform everyone about the boards intent, goals, and aspirations. Ambiguity, confusion,



and trouble are more likely to result when policies are not in writing.

3. They give credence to board actions. People tend to respect what's in writing, even though they may not agree with every jot and tittle in the board's policy manual.
4. They establish a legal record. This is especially important for those policies that carry the force of law.
5. They are impersonal. They make whimsical administration difficult.
6. They foster stability and continuity. Board and staff members come and go, but the policy manual (kept up-dated, of course) endures and helps assure smooth transitions when organizational or staff changes occur.
7. They give the public a means to evaluate board performance. Publicly pronounced policy statements prove that the board is willing to be held accountable for its decisions.
8. They contribute to the board's efficiency. Many routine decisions can be incorporated into written policies, thereby freeing up board meeting time for more important matters.
9. They clarify board-superintendent functions. When the board establishes policy guidelines, the superintendent can get on with his or her daily work.
10. They help disarm crackpot critics. The accusations of local cranks seldom prevail in districts that have clearcut and timely-written policies that reflect thorough research, sound judgement, and careful planning.

The Educational Policies Service of the National School Boards Association contains twelve sections or chapters:

- A - Foundations and Basic Commitments
- B - School Board Governance and Operations
- C - General School Administration
- D - Fiscal Management
- E - Support Services
- F - Facilities Development
- G - Personnel
- H - Negotiations
- I - Instruction
- J - Students
- K - School-Community Relations
- L - Education Agency Relations



I will prepare and send to each committee member a rough draft of each section that we will be discussing before each committee meeting. The committee members should then bring this draft along with their proposals and comments to each meeting. When we work out agreements, I will take the rough draft and rewrite it in accordance to the committee decisions. I have devised the following tentative time line which I hope meets with your approval:

August 21, 1978 - Board approved the use of The Educational Policies Service of the National School Boards Association system.

September 11, 1978 - Received the Educational Policies Service of the National School Boards Association Kit.

October 16, 1978 - Board approved the Board Policy Development policy and allowed the formation of a policy development committee.

November 16, 1978 - Committee will meet at 2:00 P.M. in the Albion Grade School Library for the purpose of establishing future meetings plus the discussion of sections A, B, and C.

December, 1978 - Discussion of sections D, E, and F.

January, 1979 - Discussions of sections G and H.

February, 1979 - Discussions of sections I and K.

March, 1979 - Discussion of J and L.

April 16, 1979 - Presentation of completed document to the Board of Education.

May 21, 1979 - Board adoption of the document.

In closing, let me take this opportunity to thank you for accepting the task of serving on the policy committee. With your help and guidance, I am sure we can devise a

codified policy manual of which the Edwards County School District can be proud.

Sincerely,

Mickey R. Wright  
Project Director

## APPENDIX B

### POLICY COMMITTEE AGENDAS

AGENDA

Policy Development Committee Meeting

November 16, 1978

AGS Library

2:00 P.M.

1. Call to order
2. Explanation of the task
3. Explanation of the EBS/NSBA System
4. Establishment of future meeting dates and time
5. Discussion of policy manual introduction
6. Discussion of Section A - Foundations and Basic Commitments
7. Discussion of Section B - School Board Governance and Operation
8. Discussion of Section C - General School Administration
9. Closing remarks
10. Adjournment

AGENDA

Policy Development Committee Meeting

December 19, 1978

AGS Library

6:30 P.M.

1. Call to order
2. Establish January meeting date and time
3. Old business if any
4. Discussion of Section D - Fiscal Management
5. Discussion of Section E - Support services
6. Discussion of Section F - Facilities Development
7. Closing remarks
8. Adjournment

AGENDA

Policy Development Committee Meeting

January 31, 1979

AGS Library

6:30 P.M.

1. Call to order
2. Establish February meeting date and time
3. Old business if any
4. Discussion of Section G - Personnel
5. Discussion of Section H - Negotiations
6. Closing remarks
7. Adjournment



AGENDA

Policy Development Committee Meeting

March 21, 1979

AGS Library

6:30 P.M.

1. Call to order
2. Establish March 28, 1979 as last meeting if possible
3. Discussion of Section I - Instruction
4. Discussion of Section K - School-Community Relations
5. Distribute Sections J & L
6. Closing remarks
7. Adjournment

**AGENDA**

**Policy Development Committee Meeting**

**March 29, 1979**

**AGS Library**

**6:30 P.M.**

1. Call to order
2. Old business, if any
3. Discussion of Section J - Students
4. Discussion of Section L - Education Agency Relations
5. Establish procedure for presenting finished document to Board
6. Closing remarks
7. Adjournment

## APPENDIX C

### BOARD POLICY MANUAL

## USE THIS BINDER TO FILE YOUR SCHOOL BOARD POLICIES . . .

- **About this important binder.** It is to be used as the Policy Manual for your school district. It may be used—if your school board deems it advisable—to file the administration's rules for implementing board policy and "exhibit" documents such as the school district calendar, organization charts, salary schedules, etc.

If this manual is to be used for policies, rules, and information documents, these quite different documents should be color coded. Board policy statements, for example, might be duplicated on white paper; the rules, on yellow stock; and the exhibits on green. See your district's copy of the *Educational Policies Reference Manual* for an example of color coding.

You will find herein a complete and up-to-date system for classifying school board policies, administrative rules, and exhibits contained in 12 "chapters" plus a helpful code finder index of terms at the back. Each page of the classification system provides a checklist for your use in "logging in" your own policies, rules, and exhibits.

This Introduction will provide you with a quick review of the system. You will find complete guidelines in *The School Administrators Guide to the EPS/NSBA Policy Development System*, 1975 revised edition.

Once you have converted to the EPS coding system, you may want to replace these introductory sheets with an introduction of your own—one designed to orient new board members, staff, and the public to your policy manual.

- **About the need for written policies.** The role of the Board is to set policy; the role of the administration is to execute it. The Board expresses its policy determinations in the form of written policy statements; the administration implements policy through such devices as administrative rules, memoranda and directives, and through daily contacts with staff.

*Policies* are principles adopted by the school board to chart a course of action. They tell *what* is wanted and may include also *why* and *how much*. They should be broad enough to indicate a line of action to be taken by the administration in meeting a number of problems day-after-day; they should be narrow enough to give the administration clear guidance.

*Rules* are the detailed directions that are developed by the administration to put policy into practice. They tell *how*, *by whom*, *where* and *when* things are to be done.

The need for written policies and a system for keeping them up-to-date and responsive to change has perhaps never been greater. School boards today operate in a cauldron. They must deal with the conflicting demands of militant employee groups, restless students, angry community factions, and troubled taxpayers. They must cope

Intro 1

with new modes of manners and morals, with the "explosion of knowledge," with the development of new educational technologies, with profound changes in social patterns and power structures. School boards today are expected to be both "managers of change and diversity" and also guardians of the best of our nation's traditional values.

- The job of school board governance today is difficult indeed. Written policies, reflecting the best thinking of the best minds in the local community, make the job possible.
- Written policies show everyone that the Board is running a business-like operation.
- They inform everyone about the Board's intent, goals, and aspirations. Ambiguity, confusion, and trouble are more likely to result when policies are not in writing.
- They give credence to Board actions. People tend to respect what's in writing, even though they may not agree with every jot and tittle in the Board's policy manual.
- They establish a legal record. This is especially important for those policies that carry the force of law.
- They are impersonal. They make whimsical administration difficult.
- They foster stability and continuity. Board and staff members come and go, but the policy manual (kept updated, of course) endures and helps assure smooth transitions when organizational or staff changes occur.
- They give the public a means to evaluate Board performance. Publicly pronounced policy statements prove that the Board is willing to be held accountable for its decisions.
- They contribute to the Board's efficiency. Many routine decisions can be incorporated into written policies, thereby freeing up Board meeting time for more important matters.
- They clarify Board-superintendent functions. When the Board establishes policy guidelines, the superintendent can get on with his daily work.
- They help disarm crackpot critics. The accusations of local cranks seldom prevail in districts that have clearcut and timely written policies that reflect thorough research, sound judgment, and careful planning.

- **About the policy classification system.** The EPS/NSBA policy classification and information control system offers comprehensive guidelines for the development of policies on all areas of school board concern. It also provides an efficient means of filing and retrieving local board policy statements, administrative rules, and policy reference documents. The 1975 revised version of the system included with this binder is contained in 12 sections, or chapters, as follows:

A—FOUNDATIONS AND BASIC COMMITMENTS  
B—SCHOOL BOARD GOVERNANCE AND OPERATIONS  
C—GENERAL SCHOOL ADMINISTRATION  
D—FISCAL MANAGEMENT  
E—SUPPORT SERVICES  
F—FACILITIES DEVELOPMENT  
G—PERSONNEL  
H—NEGOTIATIONS  
I—INSTRUCTIONAL PROGRAM  
J—STUDENTS  
K—SCHOOL-COMMUNITY RELATIONS  
L—EDUCATION AGENCY RELATIONS

Each section has its own family of terms—called "descriptors"—which provide suggested titles for policy statements. The coding, or tracking, of these descriptors is by letter. Letter encoding offers two major advantages over number systems: (1) it is more flexible in that the codifier has available 26 separate letters to use compared to only ten digits; and (2) it requires no decimal points, a feature which tends to reduce the likelihood of copying and filing errors.)

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Anyone who knows the ABC's can quickly learn the logic of the letter system, for it is no more complicated than the alphabet. For example, look at the list of descriptors at the beginning of Sections A and B. Except for the governing letter for each section (**A** for "Foundations and Basic Commitments" and **B** for "School Board Governance and Operations"), the code letters in the left hand columns appear in alphabetical order.

<b>AA</b>	School District Legal Status	<b>BA</b>	Board Operational Goals
<b>AB</b>	The People and Their School District	<b>BB</b>	School Board Legal Status
<b>AC</b>	Nondiscrimination	<b>BC</b>	Organization of the Board

Where subcategories appear under broader terms, the alphabetic order begins anew. Consider, for example, the broad term "School Board Meetings" and its subcategories:

<b>BD</b>	School Board Meetings
<b>BDA</b>	Regular Board Meetings
<b>BDB</b>	Special Board Meetings
<b>BDC</b>	Executive Sessions
<b>BDD</b>	Board Meeting Procedures
<b>BDDA</b>	Notification of Board Meetings
<b>BDDB</b>	Agenda Format
<b>BDDC</b>	Agenda Preparation and Dissemination

Now cover that list of eight "BD" codes above with your hand and look at the descriptors only. You'll see that they are presented in the form of a simple outline which arranges the terms in logical groups and subgroups. Despite this use of subcategories for display purposes, these descriptors have roughly equal value—and all suggest the need for separate and self-contained policy statements of their own.\*

And the principle of equal value applies, for the most part, to the system as a whole. Except for Section A—the "accountability" chapter—there is no particular priority implied in the order in which sections or descriptors are presented on the classification pages.

There are 614 descriptors which appear once and once only as line items in the system and an additional 21 which appear twice. Counting the duplicates, there are, then, a total of 656 line item terms. The duplicates are identified by the "Also" reference which appears after the descriptor title. For example:

<b>ABA</b>	Community Involvement in Decisionmaking (Also KC)
<b>KC</b>	Community Involvement in Decisionmaking (Also ABA)

This means that the identical descriptor (and policy) "belongs" in Section A—and it also "belongs" with equal logic in Section K. The limited use of this double-entry bookkeeping in the system is necessary to keep certain terms in proper context.

- ☐ **How to find the descriptor you're looking for.** One way is to scan all 25 white pages that comprise the classification system. And that should be done in order to obtain an overview and a sense of the logic of the system. But the quickest way to find a term is to use The Code Finder Index which appears at the back of the binder.

Speaking of the index, it's a good idea to use EPS/NSBA terminology correctly. The classification system is *not* the index; the index is *not* the classification system. The *system* suggests a way to organize a policy manual, and the *index* is just that—a how-to-find-it guide.

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\*The average school district will employ from 300 to 350 of the 656 descriptors available in the system. Some of the descriptors may not be relevant in certain states or communities; others will not be used because the policy matter will be accommodated either in a "broad term" descriptor or contrariwise, by its subcategories. For example, a policy on **BD, School Board Meetings** may absorb the content of the BDA and BDB descriptors; or, a policy on **BDD, Board Meeting Procedures** may not be necessary if all or most of the BDD subcategory descriptors (BDDA, BDDB, etc.) are used.



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- ☐ **Why the looseleaf format.** The three-ring binder is used purposely because a policy manual must be considered a “living book”—a book that never ends. for policy development *is* indeed a never-ending process. New problems, issues, needs, laws, court decisions—and opportunities for improving policy make it necessary that a policy manual be kept open-ended. As new policies are written or existing ones reviewed or reassessed, it is important that the policy manual have the flexibility of a ring binder in which new pages may be put in and old ones removed. Bound, stitched, or stapled book-type policy manuals are almost invariably out-of-date as soon as they are delivered by the printer.

**Provide your own foreword to this binder.** Because your policy manual will be distributed widely throughout your school community, it should have its own, locally-developed foreword or introduction. Your district may use the information contained in this “temporary foreword” for this purpose. In addition, sample copies of forewords and introductions of other school board policy manuals are available upon request from the EPS/NSBA Policy Information Clearinghouse, 1055 Thomas Jefferson St., N.W., Washington, D.C. 20007. And should your policies outgrow the confines of this binder, additional empty, matching binders are available from EPS/NSBA for volume 2 use.

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In summary, this Binder B with its policy classification system ~~is~~ an important part of your district’s membership in EPS/NSBA. We hope it serves you well as a management tool to help you and your Board develop the kind of policies that the times require and that serve cause of good schools in your community.

INTRODUCTION

POLICY MANUAL  
OF THE  
EDWARDS COUNTY COMMUNITY UNIT SCHOOL DISTRICT #1

The role of the Board of Education is to set policy; the role of the administration is to execute it. Policies are principles adopted by school boards to chart a course of action. They tell what is wanted and may include also why and how much. They should be broad enough to indicate a line of action to be taken by the administration in meeting a number of problems day-after-day; they should be narrow enough to give the administration clear guidance.

This Policy Manual is intended to serve as a guide for the Board of Education and provide information for students, staff and citizens of the community on the objectives of education and operational procedures of the Edwards County Schools.

The National School Boards Association Classification System of Policies makes the function of keeping policies up-to-date and operate more smoothly as policies are revised, replaced, and new ones written. A complete alphabetical index is at the back of the manual and a section index is in the front of each section. Changes, revisions, or new policies are very easily placed in the manual and the old ones can be removed and destroyed.

HOW THE MANUAL IS ORGANIZED

The manual is organized according to the classification system developed by the Educational Policies Service of the National School Boards Association. The system provides an efficient means for coding, filing, and finding board policies. There are twelve major classifications, each bearing an alphabetical code:

- A. Foundations and Basic Commitments
- B. School Board Governance and Operations
- C. General School Administration
- D. Fiscal Management
- E. Support Services
- F. Facilities Development
- G. Personnel
- H. Negotiations
- I. Instructional Program

- J. Students
- K. School-Community Relations
- L. Education Agency Relations

Subclassification under each major heading is based on logical sequence and alphabetical subcoding.

#### HOW TO FIND A POLICY

There are two ways to find a policy in this manual:

1. Consider where the policy would be filed among the twelve major classifications. Turn to the index for that section and glance down the listing until you find the term that most closely fits the topic you are seeking. Use the code letters given for the term to locate the sheet which will appear in alphabetical order within its section. (All pages of the manual are coded in the upper right hand corner.) Or--
2. Turn to the Code Finder at the end of the manual. The Code Finder is an alphabetical index of all terms used in the classification system. It also includes other terms commonly used in education. Look up your topic as in any index, find the code, and use the code to locate the sheet in the manual.

What if you can not find the term you are seeking? The Code Finder lists more than 1,000 terms, but no index of useful size could include every possibility. If the term you are seeking is not included, look up a synonym or a more general or specific term appropriate to the topic.

What if you can find the term and code, but there is no policy? This means that the district has no written policy in that particular area. All terms used in the classification system appear in the sectional indexes and Code Finder to accomodate the coding, insertion, and finding of policies or regulations that may be issued later.

#### IS THE MANUAL COMPLETE?

No. The manual contains all of the current written policies of the board to date. But continually, the need for putting additional policies in writing, for adopting new ones, and revising old ones becomes apparent. No matter how well conceived and well developed, a policy manual can never be 100% complete and up-to-date. Policy development is a continuing process. So from time to time, new policies will be developed, coded according to the classification system, and issued for insertion in the manual.

It is the intent of the Edwards County Board of Education that this collection of policies will make a greater

harmony and efficiency possible in all areas of school operations. This will enable the Board to devote more time to its primary duty--the development of longrange policies and planning for the future of the Edwards County Community Unit School District Number One.



### SCHOOL DISTRICT LEGAL STATUS

The legal basis for education in the Edwards County School District is vested in the will of the people as expressed in the Constitution of Illinois, the statutes pertaining to education, court interpretation of the validity of these laws and the powers implied in them.

The official name of the district shall be: The Edwards County Community Unit District Number One; but for all purposes of business, except where the name is mandatory, The Edwards County Schools may be used as the business title of the District.



## THE PEOPLE AND THEIR SCHOOL DISTRICT

The public schools belong to the people. The people govern the schools under rights guaranteed to them under the Constitution and statutes of our State. The people exercise their proprietorship through the elective process. They elect state and federal representatives who establish--through the legislature and the Congress--the framework of law within which the school operate. And the people elect a school board to represent them and to determine local educational plans and policy and to establish publicly-endorsed educational goals and objectives. The Edwards County Community Unit School District Number One Board of Education functions as an agency of the public within this framework.

The Board is mindful that the people are the ultimate governors of public education and that the Board is directly accountable to the people through the elective process. But the Board also believes that accountability is a shared responsibility involving students, teachers and other employees, the superintendent of schools, and the people themselves as well as the Board of Education. The Board therefore asserts these beliefs and expectations:

Students should be trained at home and by the school in order that they will learn to hold themselves accountable for their own lives, actions, and decisions as maturing members of a democratic society.

Teachers should hold students accountable for achieving (within the limits of each student's abilities) the objectives of each learning experience.

The superintendent should hold teachers and other employees accountable for working with diligent effort and with intelligence and imagination in achieving the objectives directly related to their stated job responsibilities.

The Board should appoint the most capable person available to hold the position of superintendent of schools and should hold him or her accountable for providing creative professional leadership and counsel in all aspects of the school district program.

The Board should also hold itself accountable for carrying out its mandate plan, to make policy, and to lead in the identification of goals and objectives and the resources necessary for their achievement.

The public should hold itself accountable for maintaining a vigorous interest in, concern for, and constructive criticism of the schools; for electing the most able men and women available to represent them on the Board of Education and in the State Legislature and U. S. Congress; and for providing the resources necessary for the Board and staff to accomplish the publicly-endorsed goals and objectives of the school district.

COMMUNITY INVOLVEMENT IN DECISIONMAKING

The Board believes the schools belong to the people whom they are created to serve. It therefore intends that all reasonable efforts should be exerted to identify the desires of the community and to be responsive through its actions to these desires. These are the two major ways in which the will of the community shall influence the development of Board policies:

1. Board members themselves will remain mindful that they are elected to represent the people of the district.
2. All citizens of the district will be encouraged to express ideas, concern, and judgments about the schools through such means as (a) written suggestion(s) or proposal(s); (b) presentations at hearings; (c) responses to surveys made through interviews, written instruments, or other means; (d) comments at meetings of the Board, and (e) service on citizens advisory committees.

STAFF INVOLVEMENT IN DECISIONMAKING

It shall be the policy of the Board to encourage employee participation in decisionmaking for the school district in the areas where they are most directly involved. The superintendent is authorized to establish such committees as necessary to recommend policies and rules for the proper functioning of the district.

In the development of rules, regulations, and arrangements for the operation of the school system, the principals and superintendent should include at the planning stage, whenever feasible, those employees who will be effected by such provisions.

The superintendent shall evolve with professional and non-professional employees channels for the ready intercommunication of ideas and feelings regarding the operation of the schools. He shall weigh with care the counsel given by employees, especially that given by groups designated to represent large segments of the staff, and shall inform the Board of all such counsel in presenting reports of administrative action and in presenting recommendations for Board action.

### NONDISCRIMINATION

The Edwards County School District is committed to a policy of educating children for living by helping them to develop an awareness and appreciation for the achievements, problems, and aspirations of all people in our culturally diverse society.

The district shall help children from all walks of life to gain the knowledge, skills, and determination that will enable them to reach their highest potential and to contribute to the welfare of all people.

The district shall establish and maintain an atmosphere in which all persons can develop attitudes and skills for effective, cooperative living, including:

- a. Respect for the individual regardless of economic status, intellectual ability, race, creed, color, religion, sex, or age;
- b. Respect for cultural differences;
- c. Respect for economic, political, and social rights of others; and
- d. Respect for the right of others to seek and maintain their own identities.

The district shall continue to promote good human relations by removing all vestiges of prejudice and discrimination in employment, assignment, and promotion of personnel; in location and use of facilities; in curriculum development and instructional materials; and in the availability of programs for children. To ignore such concern is morally wrong, economically wasteful, and socially dangerous.

The district shall continue to reexamine thoroughly all parts of the curriculum to make sure that it emphasizes positive human relationships. The instructional materials used in the schools must accurately portray the history, contributions, and culture of the various ethnic groups in our society. Children from minority groups must be helped to establish their identity with their own groups as well as with the total society.

It is essential that staff, students, parents, and citizens become more aware of human relations concerns in the school and community. The district shall train all staff members to help them become more responsive to the needs of children and adults. It shall also develop programs that will increase the awareness of students, parents, and citizens of the cultural diversity of others.

With people moving from rural to urban areas, from cities to suburbs, and from one part of the nation to another, the public schools have an obligation to help children know and appreciate different physical environments, cultural backgrounds, and life styles.

The district shall continue to reexamine its policies and procedures to determine their effect on individual and group behavior and to make whatever changes are necessary to improve human relations.

The district shall continue to take affirmative action to make opportunities for employment and promotion available to every individual solely on the basis of his or her qualifications and without regard to sex, age, race, color, creed, or national origin.

The district shall utilize every opportunity to work with other institutions and agencies to develop improved relations in the community and to make channels available through which citizens can communicate their human relations concerns as well as to contribute their intellectual and moral resources for the solution of these concerns.

The Edwards County Schools must contribute to our national efforts to improve international understanding and cooperation by helping to reconcile group differences and by building understanding of the various interdependent cultures of the world.



### EDUCATIONAL PHILOSOPHY

We believe that the fundamental purpose of Edwards County Community Unit School District No. 1 is for all students to develop their capabilities so they will be able to assume a responsible role in a democratic society. We seek to provide a learning environment in which each student can develop self identification and self direction in the skill and knowledge of his talents and capabilities so that he will be able to assume a responsible role to use throughout life in his quest for self fulfillment. In the learning environment of Edwards County, the dignity and work of each student and his unlimited potential for growth are important. As part of the student's growth, he should have experiences which actively engage him in the process of learning which relates to his interests and abilities and which contribute to his physical and mental development. As each student searches for and discovers new meanings in his environment, the school should encourage and sustain his inquisitiveness. It should also help him analyze his beliefs and develop criteria which will influence his behavior. In addition, the school should stress the freedom to inquire, to challenge ideas and to examine alternatives while valuing the freedoms of others and the discipline of responsible behavior.

The meaning of American democracy should be presented to each student and there should be opportunities to practice its fundamental principles. The school should help the student acquire and understanding of the ideas, events, and processes which have shaped the evolution of this culture and he should be able to interpret and apply these concepts to his every day life.

The school should provide experiences to help each student understand and deal effectively with the dynamics of change, to strengthen his critical thinking power and to develop his total personality and maintain his physical health. Communication and cooperation with the family and community are important because they share the responsibility of the total development of the student.

The total education should be relevant to the needs of the student and the society in which he lives. The curriculum should relate to the diversity of human experience and should inspire each student to seek to improve the condition.

of mankind to develop a loyalty to the common good which transcends himself.

The schools of Edwards County Community Unit School District No. 1 will endeavor to recognize individual differences of the student and attempt to initiate the self-realization process.

Efforts will be made to develop the individuals to their greatest social, intellectual and physical potential.

Progress through the schools' curriculum will be based on indicators establishing that each boy and girl has mastered the skills and understandings required of a particular grade or subject area that are necessary for the next grade or subject level. Such performance will be based on teacher made tests, commercial made tests, etc. The student will be exposed to the diversity of our culture in general and the actions of our community in particular.

### SCHOOL DISTRICT GOALS AND OBJECTIVES

The goal of the Edwards County Schools is to accept responsibility for the development of each child into an adult who can stand confidently, participate fully, learn continually, and contribute meaningfully to our world.

Eight objectives which contribute to the achievement of this goal, listed without priority in arrangement, define desirable outcomes to be incorporated into short and long range plans for the district.

1. To insure that each student develops proficiency in basic academic skills.
2. To insure that each student develops the capacity to recognize and cope with the problems of an unknown future.
3. To insure the development of meaningful interpersonal relationships among students, staff, and community.
4. To insure that staff, students, and parents are afforded maximum feasible participation in the development and evaluation of programs and policies that meet the educational needs of each community.
5. To insure maximum efficiency in the allocation of material resources.
6. To insure maximum efficiency in the allocation of human resources.
7. To insure that each student is aided in developing the whole of themselves. This means meeting such needs as intellectual, moral, spiritual, emotional, economical, political, etc.
8. To insure that each student is taught to execute their responsibilities by encouraging self-control, by helping them to develop understanding of the rights and obligations of a citizen of a democratic society, and by showing them the value of toleration and rational informational procedures to bring about change.

Edwards County Community Unit School District #1

COMMITMENT TO ACCOMPLISHMENT

The district's program of accountability shall be systematic and specific, primarily utilizing the following major elements:

(a) clear statements of expectations and purposes (i.e., philosophy, goals, and objectives), coupled with specifications of how their successful achievement will be determined; (b) provisions for the staff, resources, and support necessary to achieving purposes; (c) evaluation carefully designed to determine how well expectations and purposes are met; and (d) revisions and modifications as needed to do better.

Every effort shall be made by Board, superintendent, and staff to fulfill the responsibilities required by the concept of district accountability.

EVALUATION OF PROFESSIONAL STAFF

TEACHER EVALUATION PROCEDURES

Philosophy - Evaluation should be viewed as a positive means of encouraging, recognizing, and promoting effective teaching. It can only be successful if a cooperative and continuous relationship exists between the evaluator and evaluatee. Evaluation must be nonthreatening and viewed as a vehicle to improve the quality of instruction.

Purpose -

1. To recognize the effective classroom teacher.
2. To identify commendable teaching qualities.
3. To provide a basis for improving instruction.
4. To help teachers succeed in their chosen profession.
5. To motivate teachers to render their highest level of professional service.
6. To provide a basis for making administrative decisions.
7. To provide a basis for making tenure decisions.

Procedure - The principal of the building where the teacher is assigned has the ultimate responsibility for the evaluation of his staff member.

All non-tenured staff shall be evaluated twice each year. Recommendations to continue employment or to terminate said employment shall be in keeping with the current laws of Illinois and shall be made to the Board, at a date set each year, by the administration.

Evaluations shall be completed by March 18th at the latest after sufficient classroom visits and teacher conferences. Nothing in the policy shall keep the administration from evaluating a tenured teacher if it appears warranted by the administration or requested by the Board.

Edwards County Community Unit School District #1

TENURE AND EVALUATION

Non-certificated personnel shall not obtain tenure status. They shall be evaluated each year by the principals and/or superintendent for re-employment.

### EVALUATION OF INSTRUCTIONAL PROGRAMS

The evaluation of the curriculum and other aspects of the educational program of the school shall be directed by the principal, who shall report to the superintendent. Use of various evaluative resources should be utilized in this task.

Elements of the evaluation may include:

1. Testing programs such as nationally standardized general achievement tests, national standardized tests in specific subject areas, and test administered by other agencies.
2. Follow-up studies of recent graduates.
3. Teacher and parent evaluation of pupils behaviors and achievement.
4. Study of school drop-outs.
5. State Department of Education specialists and services.



RECOGNITION'S FOR ACCOMPLISHMENTS

The Board expects diligent effort from its own members, from the staff, from the student body, and from citizen school volunteers and advisers in the achievement of school district goals and objectives. The Board is also mindful that there are from time to time exceptional contributions made to our schools by persons who believe in impossible dreams--and then make them come true. These are the people who break through old ways and establish new frontiers and who set new and higher standards of dedication for the rest to follow.

It is the Board's intent to grant official public recognition from time to time for truly outstanding accomplishments on behalf of the school district by individual students, staff members, citizens, or Board members. Suitable awards or honors shall be devised appropriate to the contribution made.

## SECTION B: SCHOOL BOARD GOVERNANCE AND OPERATIONS

Consult *The School Administrator's Guide to the EPS/NSBA System*, 1975 revised edition, for a full explanation of the codes and descriptors which follow. Use the checklist to record the contents of your own district policy manual. Your checkmarks will indicate which descriptors are covered in your manual.

Policy	Rule	Exhibit	
X			BA Board Operational Goals
			BAA Priority Objectives of Board Operations
X			BB School Board Legal Status
X			BBA School Board Powers and Duties
X			BBAA Board Member Authority
X			BBB School Board Elections
X			BBBA Board Member Qualifications
			BBBB Board Member Oath of Office
X			BBC Board Member Resignation
			BBD Board Member Removal From Office
X			BBE Unexpired Term Fulfillment
X			BBF School Board Member Ethics
X			BBFA Board Member Conflicts of Interest
X			BC Organization of the Board
			<i>SN This term does not call for a policy. Its purpose is to establish a category.</i>
X			BCA Board Organizational Meeting
			<i>SN The meeting—usually held annually—at which the Board elects its officers and transacts other organizational business, such as, for example, the reaffirming of policies.</i>
X			BCB Board Officers
			<i>SN A statement or statements listing and describing the duties of the officers of the Board. Create subcategories for separate officers as desired.</i>
X			BCC Appointed Board Officials
			<i>SN A statement or statements listing and describing the duties of officials who are not Board members—e.g., a treasurer who is required by statute or an ex officio secretary.</i>
X			BCD Board-Superintendent Relationship
X			BCE Board Committees
			<i>SN The policy concerning the Board's position on the use of standing or temporary committees made up of its members. Create subcategories as desired for policies relating to the function of separate committees.</i>
X			BCF Advisory Committees to the Board
			<i>SN The policy concerning the Board's general intentions vis-a-vis advisory committees. Create subcategories as desired for policies relating to separate advisory committees.</i>
X			BCG School Attorney
X			BCH Consultants to the Board
			<i>SN Outside consultants who work on assignments made directly by the Board. See also CK, Program Consultants.</i>
			BCI Board Staff Assistants
			<i>SN Staff members who work on direct assignment to the Board as opposed to those who work for the Board through the superintendent's office.</i>

			SECTION B: SCHOOL BOARD GOVERNANCE AND OPERATIONS	
			(Continued)	
Policy	Rule	Exhibit		
X			BD	School Board Meetings
X			BDA	Regular Board Meetings
X			BDB	Special Board Meetings
X			BDC	Executive Sessions
X			BDD	Board Meeting Procedures
X			BDDA	Notification of Board Meetings
			BDDB	Agenda Format
X			BDDC	Agenda Preparation and Dissemination
X			BDDD	Quorum
X			BDDE	Rules of Order
			BDDEA	Parliamentarian
X			BDDEB	Suspension of Rules of Order
			BDDF	Voting Method
X			BDDG	Minutes
X			BDDH	Public Participation at Board Meetings (Also KD)
X			BDDI	News Media Services at Board Meetings (Also KBCC)
			BDDJ	Broadcasting and Taping of Board Meetings (Also KBCD)
X			BDDK	Reporting Board Meeting Business
				<i>SN Procedures for disseminating information about "last night's" meeting to the Board's internal and external publics.</i>
			BDE	Special Procedures for Conducting Hearings
				<i>SN The policy describing special hearing procedures or, if various procedures apply for different kinds of hearings, a statement providing cross reference information to such descriptors as those relating to staff grievances, student expulsions, budget hearings, etc.</i>
			BE	School Board Work Sessions and Retreats
X			BF	Board Policy Development
X			BFA	Policy Development System
			BFB	Preliminary Development of Policies
X			BFC	Policy Adoption
X			BFCA	Board Review of Administrative Rules (Also CHB)
X			BFD	Policy Dissemination
X			BFE	Administration in Policy Absence (Also CHD)
X			BFF	Suspension of Policies
X			BFG	Policy Review and Evaluation
X			BFGA	Policy Manual Accuracy Check
				<i>SN The periodic recall and check for accuracy of all copies of the policy manual.</i>
X			BG	Board-Staff Communications (Also GBD)

Policy	Rule	Exhibit	SECTION B: SCHOOL BOARD GOVERNANCE AND OPERATIONS (Continued)
			BH Board Member Services
			BHA New Board Member Orientation
X			BHB Board Member Development Opportunities
			BHBA School Board Conferences, Conventions, and Workshops
			BHC Board Office Facilities and Services
			BHD Board Member Compensation and Expenses
X			BHE Board Member Insurance
X			BI School Board Legislative Program <i>SN Procedures by which the Board will establish a formal position vis-a-vis pending state and federal legislation and/or a declaration of the Board's current legislative goals.</i>
			BJ School Board Memberships <i>SN The policy concerning the institutional memberships of both the Board and the school district.</i>
X			BJA Liaison With School Boards Associations
			BK Evaluation of School Board Operational Procedures (Also AFA)

Section B—3rd of 3 pages

### BOARD OPERATIONAL GOALS

The Board is responsible to the people, all of the people, for whose benefit the school district has been established. Further, the Board's current decisions will influence the course of education in the district's schools for years to come. By virtue of this responsibility, the Board and each of its members must look to the future and to the needs of all people more than the average citizen finds necessary. This requires a comprehensive perspective and long-range planning in addition to attention to immediate problems.

The Board's primary responsibility is to establish those purposes, programs, and procedures which will best produce the educational achievement needed by district students. It is charged with accomplishing this while also being responsible for wise management of resources available to the district. The Board must fulfill these responsibilities by functioning primarily as a legislative body to formulate and adopt policy, by selecting an executive officer to implement policy, and by evaluating the results. Further, it must carry out its functions openly, while seeking the involvement and contributions of public, students, and staff in its decisionmaking processes.

In accordance with these principles, the Board through its mode of operating, shall seek to achieve the following goals:

1. To concentrate the Board's collective effort on its policymaking and planning responsibilities.
2. To formulate Board policies which best serve the educational interests of each student.
3. To provide the superintendent with sufficient and adequate guidelines for implementing Board policies.
4. To maintain effective communication with the public the Board serves and with staff and students in order to maintain awareness of attitudes, opinions, desires, and ideas.

SCHOOL BOARD LEGAL STATUS

The Constitution of the State of Illinois charges the State with the responsibility of maintaining a system of "free common schools" for all children in Illinois. The state legislature fulfills this responsibility by enacting laws to regulate the schools, providing a portion of the funds needed for operating the schools, and delegating the immediate control of the schools to the boards of education elected within the local school districts.

The school board, therefore, is an agency of the State with powers delegated to it by the legislature by clear inference. It is responsible for carrying out certain mandatory laws and shall consider and accept or reject the provisions of the permissive laws. In all cases where the state laws do not provide or prohibit, the Board shall consider itself the agent establishing and appraising educational activities of the district and responsive to the desires of the majority of the citizens of the district.

Edwards County Community School District #1

### SCHOOL BOARD POWERS AND DUTIES

The Board of Education bears the legal responsibility for education in the district. It consists of seven members duly elected in accordance with the School Code of Illinois by the qualified voters of the district, and derives its authority from the school laws of the State of Illinois which delegate the state function of education to local districts.

The Board has those powers which are expressly granted to it by the legislature and also such powers as may be reasonably implied from the express powers granted.



BOARD MEMBER AUTHORITY

Because all powers of the Board of Education lie in its action as a group, individual Board members exercise their authority over district affairs only as they vote to take action at a legal meeting of the Board.

In other instances, an individual Board member, including the chairman, shall have power only when the Board, by vote, has delegated authority to him or her.

It shall be the policy of the Board to make its members, the district staff, and public aware that only the Board has authority to take official action.

SCHOOL BOARD ELECTIONS

As required by law, members of the Board are elected at the annual school election held on the second Saturday in April. Two members of the seven member board are elected each year with three members elected every third year.

Notice of the annual election shall be given by publishing notice thereof at least 10 days prior to the date of the election at least once in one or more newspapers published in the district. In addition, in order to comply with the law of the State of Illinois concerning school elections, the Edwards County Schools follows the provisions of Article 9-1 through 9-23 of the School Code of Illinois.

BOARD MEMBER QUALIFICATION

A person is legally qualified to become a member of the Board Education if he/she is a citizen of the United States, of the age of 18 years or over, a resident of the state and the territory of the district for at least one year immediately preceding his/her election, and shall not be a school trustee or a school treasurer.

In addition, it would be desirable that members of the Board have a genuine interest in and devotion to public education, a willingness to give time and effort to the work, a capacity for understanding people, and the ability to work cooperatively with others.

Employees of the school district are precluded from serving on the Board by reason of statute making it unlawful for board members to receive compensation or reward for services to the district. It is not unlawful, however, for board members to attend board approved local, state and national meetings and said expenses to be paid by the District.

BOARD MEMBER RESIGNATION.

The Board believes that any citizen who files for and seeks election to the Board should do so with full knowledge of and appreciation for the investment in time, effort, and dedication expected of all Board members and that the citizen's intent to serve reflects his or her intention to serve a full term of office.

However, of for reason of health, change in domicile, or any other compelling reason a member does decide to terminate service, the Board requests earliest possible notification of intent to resign so that the Board may plan appropriately for this exigency.

UNEXPIRED TERM FULFILLMENT

Whenever a vacancy occurs on the Board, the remaining members shall fill the vacancy or vacancies until the next annual election. The successor shall have the same type of residential qualifications as his/her predecessor. Should the Board fail to act, within 30 days after the vacancy occurs, the Regional Superintendent of Schools under whose supervision and control the District is operating shall call an election within 30 days to fill such vacancies for the unexpired term.

SCHOOL BOARD MEMBER ETHICS

- A. As a member of my local Board of Education, representing all the citizens of my school district, I remember before I speak---
1. That my fellow citizens have entrusted me with the educational development of the children and youth of this community.
  2. That the public expects my first and greatest concern to be in the best interest of each and every one of these young people without distinction as to who they are or what their background may be.
  3. That the future welfare of this community, of this state, and of the nation depends in the largest measure upon the quality of education we provide in the public schools to fit the needs of every learner.
  4. That my fellow board members and I take the initiative in helping all the people of this community to have all the facts about their schools to the end that they will readily provide the finest possible school program, school staff, and school facilities.
  5. That legally the authority of the Board is derived from the State, which ultimately controls the organization and operation of the school district, and which determines the degree of discretionary power left with the Board and the people of this community for the exercise of local autonomy.
  6. That I must never neglect my personal obligation to the community and my legal obligation to the State, nor surrender these responsibilities to any other person, group or organization, but that, beyond these, I have a moral and civic obligation to the nation which can remain strong and free only so long as public schools in the United States of America are kept free and strong.

- B. In view of the foregoing considerations, it shall be my constant endeavor---
1. To devote time, thought and study to the duties and responsibilities of a school board member so that I may render effective and creditable service.
  2. To work with my fellow Board members in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debate of points at issue.
  3. To base my personal decision upon all available facts in each situation; to vote my honest conviction in every case unswayed by partisan bias of any kind; thereafter to abide by and uphold the final majority decision of the Board.
  4. To remember at all times that as an individual I have no legal authority outside the meetings of the Board and to conduct my relationships with the school staff, the local citizenry, and all media of communication on the basis of this fact.
  5. To resist every temptation and outside pressure to use my position as a Board member to benefit either myself or any other individual or agency apart from the total interest of the school district.
  6. To recognize that it is important for the Board to understand and to evaluate the educational program of the school and to plan for the business of school operation.
  7. To bear in mind under all circumstances that the primary function of the Board is to establish the policies by which the school is to be administered, but that the administration of the educational program and the conduct of school business shall be left up to the employed Superintendent of Schools and his professional and non-professional staff.
  8. To welcome and encourage active cooperation by citizens, organizations and the media of communication in the district with respect to establishing policy on current school operation and proposed future developments.



9. To support my State and National School Board Association.
10. Finally, to strive step by step toward ideal conditions for most effective school board service to my community, in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and perpetuation of our representative democracy.

BOARD MEMBER CONFLICTS OF INTEREST

A Board member shall not have any direct pecuniary interest in a contract with the school district, nor shall he or she furnish directly any labor, equipment, or supplies to the district.

In the event a Board member is employed by a corporation or business or has a secondary interest in a corporation or business which furnishes goods or services to the school district, the Board member shall declare his interest and refrain from debating or voting upon the question of contracting with the company.

It is not the intent of this policy to prevent the district from contracting with corporations or businesses because a Board member is an employee of the firm. The policy is designed to prevent placing a Board member in a position where his interest in the public schools and his interest in his place of employment (or other indirect interest) might conflict and to avoid appearances of conflict of interest even though such conflict may not exist.

ORGANIZATION OF THE BOARD

The members of the Board of Education shall meet and organize within ten days after the annual school election for members of the Board. At that meeting the Board shall elect one of its members as President and one as Secretary. Each officer so elected shall serve for one year or until his/her successor is duly elected and qualified.

BOARD ORGANIZATIONAL MEETING

The annual reorganizational meeting of the Edwards County Board of Education shall be held within ten days after the annual school election for members of the Board. The order of business shall be as follows:

## A. Old Board:

1. Call to Order - Board President
2. Roll Call - Board President
3. Approve minutes of the previous regular or special meeting
4. Canvass election results
5. Adjourn Sine Die

## B. New Board:

1. Superintendent opens meeting and conducts the election of the president
2. New president conducts the election of the secretary
3. Proceed with regular meeting

Officers of the Board shall be elected by secret ballot and must receive a majority of the vote of the entire Board. If but one person is nominated the secretary pro-tem is instructed to cast a unanimous ballot for that person, who is thereupon declared elected.

BOARD OFFICERS

BOARD PRESIDENT

The President shall perform all the customary duties of the office, preside at meetings, sign all contracts, bonds, minutes, and other legal instruments approved by the Board, and shall perform such other duties as are imposed upon him by Law or by the Board of Education.

BOARD SECRETARY

The Secretary shall keep or cause to be kept full and accurate records of all proceedings, sign all required documents, and perform other duties required by law or the Board of Education.

PRESIDENT PRO-TEM

In the absence of the secretary, or if he/she refuses to perform his/her duties, the Board shall appoint a President Pro-Tem. The President Pro-Tem shall be a member of the Board.

SECRETARY PRO-TEM

In the absence of the secretary, or if he/she refuses to perform his/her duties the Board shall appoint a Secretary Pro-Tem. The Secretary Pro-Tem shall be a member of the Board.

APPOINTED BOARD OFFICIALS

UNIT SUPERINTENDENT

The Unit Superintendent shall be hired by the Board as provided by law and shall perform all the duties that are prescribed by law and such other duties, not inconsistent thereto, as a majority of the board may direct.

UNIT BOOKKEEPER-TREASURER

The Unit Bookkeeper-Treasurer shall be hired by the Board and shall perform all the duties required by law and the Board.

BOARD-SUPERINTENDENT RELATIONSHIP

The superintendent shall be the chief executive officer of the Edwards County School Board and shall be responsible for the professional leadership and skill necessary to translate the will of the Board into administrative action.

The superintendent shall be responsible for all aspects of school operation and for such duties and powers pertaining thereto as the Board may direct or delegate. The superintendent may delegate responsibility and the authority necessary to discharge it to other officials and so develop such procedures and regulations as he or she considers necessary to ensure efficient operation of the schools.

The Board assumes that the superintendent is professionally able and possesses outstanding qualities of leadership, vision, and administrative skill, and that the superintendent will implement all policies of the Board in good faith.

The superintendent can assume that the Board will respect the superintendent's professional competence and extend to him or her full responsibility for implementation of Board policy decisions. In order that the superintendent may provide effective leadership, the Board will delegate to the superintendent those powers which it considers advisable so to do. The superintendent can expect the Board to support the superintendent's decisions and administration of the school system.



BOARD COMMITTEES

The Board shall have no standing committees. The Board may delegate portions of its exploratory, fact-finding, and preliminary work to temporary committees. These are advisory, however, and have no power to take action whatsoever, or to commit the Board or district to any course of action, except as specifically directed by the Board.

It shall be the duty of the president of the Board to appoint all committees, except when the Board itself may decide otherwise. The first person named to any committee shall be considered the chairperson. It shall be the duty of the chairperson to convene the committee, and in the chairperson's absence or inability to act, the second named shall replace and perform the duties of the office.

ADVISORY COMMITTEES TO THE BOARDSPECIAL COMMITTEES

The Board may authorize the President to appoint special committees to advise the Board. The superintendent and other members of the Board may attend committee meetings, but may not vote on the committee's decisions unless they are members of the committee. Special committees are dissolved when the Board takes action on their recommendations.

ADVISORY COMMITTEES

The Board shall have the policy of utilizing committees to assist in determining policies, appraising the educational program, and planning new construction.

SCHOOL ATTORNEY

The Board shall appoint, either on a full-time or retainer basis, an attorney to serve as school attorney. His or her primary function is to provide professional legal counsel and representation to the Board and superintendent. The attorney shall serve at the Boards pleasure and be compensated at a mutually agreed upon rate.

CONSULTANTS TO THE BOARD

The modern school system is a complex organization established to provide a high quality educational program for children and youth who will live in a changing and highly complex society. Additionally, the school system represents an investment of several millions of dollars by the public in the cause of public education. In order to pursue its educational mission and also to protect the public's financial investment in the schools, the Board will from time to time engage the services of qualified professional consultants to provide new insights and ideas for dealing with especially difficult problems and/or to provide special services which present staff is unable to provide.

### SCHOOL BOARD MEETINGS

The Board of Education shall officially transact all business at a legal meeting of the Board. Meetings of the Board shall be open to the public and press and all action shall be taken in open meeting. The president shall start all meetings promptly at the appointed hour. The Board shall hold various types of meetings, including:

1. Regular Meeting - Regular meetings of the Board shall be held on the third Monday of each month in the courtroom near the Board office. Meetings will begin at 7:00 p. m. When a regular meeting date falls on a legal holiday, the Board will meet on another date determined by the Board.
2. Adjourned Meeting - The Board may adjourn any meeting to another fixed date for the purpose of completing unfinished business. At such date it shall have the power of the original meeting.
3. Executive Sessions - By majority vote the Board may go into closed executive session for discussion and fact finding. Such sessions shall be in keeping with the requirements of an Act in relation to meetings approved in July, 1957, by the General Assembly of the State of Illinois.
4. Special Meetings - Special meetings may be called by the President or by any three members of the Board. Notices of special meetings shall be served by mail 48 hours before such meeting or by personal service 24 hours before such meeting. Notices served shall state the time, place, and purpose of the meeting.

Unless decided by prior agreement at an open meeting, the place of the meeting shall be in the Edwards County Courthouse where the offices of the Board are maintained.

All changes of regular meetings from normal dates shall be advertised as prescribed by law.

Edwards County Community Unit School District #1

REGULAR BOARD MEETINGS

Unless otherwise altered by Board action, regular meetings of the Board shall be held at the Edwards County Courthouse on the third Monday of each month. In instances when the third Monday of the month falls on a legal holiday, the regular meeting of the Board shall be held on another date determined by the Board. All regular meetings shall be open to the public and the press.

All changes of regular meetings from normal dates shall be advertised as prescribed by law.

### SPECIAL BOARD MEETING

Special meetings may be called for either of the following purposes:

1. To enable the Board to concentrate and take action on a single problem or set of problems; or
2. To enable the Board to take emergency action between regular meetings.

Special meetings may be called by the Board as a whole, by the president, or by three Board members. When possible, they shall be announced in advance at a regular meeting of the Board.

When special meetings are called in the interim between Board meetings, all Board members and the public shall receive adequate notice of the time, place, and purpose of such meeting. Except in extreme emergencies, adequate notice shall consist of at least 48 hours written notice to Board members.

All special meetings shall be open to the public and press, but no public discussion shall be heard on items other than those related to the call of the meeting.

With the exception of details of minor importance, only business related to the call of the meeting shall be discussed or transacted by the Board at a special meeting.

### EXECUTIVE SESSIONS

The Board reserves the right within the constraints of state law to sit in executive session. Such sessions are called by the president and approved by a majority of the Board for discussion pertaining to the following:

1. Individual students
2. Individual staff members
3. Matters of collective negotiations with employees
4. Acquisition of real property or litigation brought by or against the district
5. Other matters where state/federal laws or regulations require a closed session

Such sessions shall be closed to the public and press. Minutes taken at such meetings shall remain confidential only so long as their publication would defeat the purpose of the executive session. That such a meeting will be or was held shall be recorded in the minutes of the preceding or subsequent regular meeting.

The superintendent, or his designated representative, shall attend all executive sessions except those which pertain to the superintendent's employment. The Board may invite staff members or others to attend such sessions at its discretion.

No official action shall be taken at executive sessions, except such as may be required by law. To take final action on any matter discussed, the Board shall convene or reconvene in open session. In all cases, executive sessions will be in keeping with the requirements of an Act relation to meetings approved in July, 1957, by the General Assembly of the State of Illinois.

The Board also reserves the right to sit privately as a committee of the whole for work and discussion sessions, but no action shall be taken at these sessions.



BOARD MEETING PROCEDURES

It is the desire of the Board that meetings shall be formal enough for orderly procedure but informal enough to be natural and to encourage free discussion and to promote group thinking and action.

The Board desires to be cognizant of the problems, requests, complaints, and suggestions of members of the community, but it is necessary that the Board not allow the perusal of such material to interfere with diligent attention to the affairs of the district.

NOTIFICATION OF BOARD MEETINGS

Due notice of all official meetings of the Board shall be given widest possible dissemination through the available media.

### AGENDA PREPARATION AND DISSEMINATION

The superintendent shall prepare all agendas for meetings of the Board. In doing so, the superintendent shall consult with the Board president and appropriate members of the executive staff.

Items of business may be suggested by any Board member, staff member, student, or citizen of the district. The inclusion of items suggested by staff members, students, or citizens shall be at the discretion of the superintendent. The agenda, however, shall always allow suitable time for the remarks of the public who wish to speak briefly before the Board.

Items of business not on the agenda may be discussed and acted upon if a majority of the Board agrees to consider them. The Board, however, may not revise Board policies, or adopt new ones, unless such action has been scheduled.

The agenda, together with supporting materials, shall be distributed to Board members sufficiently prior to the Board meeting, if at all possible, to permit them to give items of business careful consideration. The agenda and appropriate agenda materials shall also be made available to the press; to representatives of community, staff, and student organizations; and to others upon request.

QUORUM

A majority of the full membership of the Board shall constitute a quorum. Unless otherwise provided, when a vote is taken upon any measure before the Board, a quorum being present, a majority of the votes of the members voting on the measure shall determine the out come.

RULES OF ORDER

Except as otherwise provided by law or by the Board, meetings of the Board shall be conducted in accordance with Robert's Rules of Order. All votes shall be taken by "yes" and "no" votes and all individual votes shall be recorded.

SUSPENSION OF RULES OF ORDER

Amendments, alterations, corrections, or repeal of the rules may be made, or their operation may be suspended for the meeting, at any regular or special meeting of this Board, by a vote of a majority of all members of the Board.

### MINUTES

The Board secretary shall keep, or cause to be kept, complete records of meetings of the Board. These minutes shall include:

1. A record of all actions taken by the Board, with the vote of each member recorded except in cases of unanimous votes.
2. Resolutions and motions in full; reports and documents relating to a formal motion may be omitted if they are referred to and identified by title and date.
3. A record of the disposition of all matters on which the Board considered, but did not take, action.

Copies of the minutes shall be made available to all Board members before the meeting at which the minutes are to be approved. The minutes shall become permanent records of the Board and shall be in the custody of the Board secretary. The secretary shall make them available to interested citizens upon request.

PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board desires citizens of the district to attend its sessions so that they may become better acquainted with the operation and programs of the schools and that the Board may have opportunity to hear the wishes and ideas of the public. Meetings of the Board shall be open to the press and public. However, the Board reserves the right to meet privately for executive sessions as allowed by Chapter 102, Sections 41-46 of the Illinois Revised Statutes. This section of the statutes is officially titled An Act in Relation to Meetings, and is regularly referred to as "The Open Meetings Law". While some deliberations may occur in a closed meeting, all action must occur in open session.

In order to assure that persons who wish to appear before the Board may be heard and, at the same time, conduct its meetings properly and efficiently, the Board adopts as policy the following procedures and rules pertaining to public participation at Board meetings.

1. Anyone wishing to speak before the Board, either as an individual or as a member of a group, should inform the superintendent of the desire to do so and of the topic to be discussed as early as possible, but at least four days before the meeting. This will permit orderly scheduling of public remarks on the meeting agenda.
2. Any individual desiring to speak shall give his or her name, address, and the group, if any, that is represented.
3. The presentation should be as brief as possible. Unless an extension of time is granted, a speaker shall be limited to five minutes.
4. Speakers may offer such objective criticisms of school operations and programs as concern them. But in public session, the Board will not hear personal complaints of school personnel nor against any person connected with the school system. Other channels provide the Board consideration and disposition of legitimate complaints involving individuals.

The Board vests in its president or other presiding officer authority to terminate the remarks of any individual when they do not adhere to the rules established above.



Persons appearing before the Board are reminded, as a point of information, that members of the Board are without authority to act independently as individuals in official matters. Thus, questions may be directed to individual Board members, but answers must be deferred pending consideration by the full Board.

NEWS MEDIA SERVICES AT BOARD MEETINGS

The Board believes that one of the paramount responsibilities of a board of education is to keep the public informed of its problems, deliberations, policies, and actions. Therefore, the Board encourages the attendance of press representatives at all meetings excepting executive sessions.

1. A copy of the agenda and agenda materials will be sent in advance to members of the working press who request it. Additionally, all reports approved by the Board shall be considered matters of official record and shall also be made available to the press. However, reports-in-progress on which the Board has taken no final action shall be released only on the Board's authority as "tentative reports".
2. In order that the Board may transact its business with dispatch, questions from the press will not be entertained while meetings are in progress. However, a representative of the Board will be available after each meeting to answer reporters' questions and to clarify points of discussion and action.

In the event that representatives of the news media are unable to attend a meeting, they shall be provided upon request with a summary of important Board actions.

REPORTING BOARD MEETING BUSINESS

As part of its ongoing effort to keep staff and public fully informed concerning its affairs and actions, the Board instructs the superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings. Releases to the press and brief summaries of Board meeting actions prepared for distribution to staff members and parents are regarded as appropriate media of information for meeting the requirements of this policy.

### BOARD POLICY DEVELOPMENT

It is the intent of the Edwards County Community Unit District #1 to develop policies and put them in writing so that they may serve as guidelines and goals for the successful and efficient functioning of the Edwards County Schools.

The Board considers policy development its chief function, along with providing the wherewithal such as personnel, buildings, materials, and equipment for the successful administration, application, and execution of its policies.

The Board accepts the definition of policy set forth by the National School Boards Association:

Policies are principles adopted by the School Board to chart a course of action. They tell what is wanted; they may include why and how much. Policies should be broad enough to indicate a line of action to be followed by the administration in meeting a number of problems; narrow enough to give clear guidance. Policies are guides for action by the administration, who then sets the rules and regulations to provide specific directions to school district personnel.

It is the Board's intention that its policies serve as sources of information and guidance for all people who are interested in, or connected with, the Edwards County Schools.

The policies of the Edwards County Board are framed, and are meant to be interpreted, in terms of Illinois laws, rules and regulations of the State Board of Education, and all other regulatory agencies within our local, county, state, and federal levels of government. The policies are also framed, and are meant to be interpreted, in terms of those educational objectives, procedures, and practices which are broadly accepted by leaders and authorities in the public education field.

Changes in needs, conditions, purposes, and objectives will require revisions, deletions, and additions to the policies of present and future boards. The Board will welcome suggestions for ongoing policy development.

Edwards County Community Unit School District #1

## POLICY DEVELOPMENT SYSTEM

The Board endorses for use in this district the policy development, codification, and dissemination system of the National School Boards Association (EPS/NSBA).

This system, while it may be modified to meet local needs, is to serve as a general guideline for such tasks as policy research, the drafting of preliminary policy proposals, reviewing policy drafts with concerned groups, presenting new and revised policies to the Board for consideration and action, policy dissemination, policy evaluation, and the maintenance of a continuously and easy-to-use policy manual.

### System Maintenance

A member of the executive staff is to be delegated with the responsibility to maintain the Board's policy reference files, to draft policy proposals as instructed by the Board.

### POLICY ADOPTION

Except for policy actions to be taken on emergency measures, the adoption of Board policies shall follow this sequence which will take place at least at two regular or special meetings of the Board:

1. Announcement and distribution of proposed new or revised policies as an item of information.
2. Opportunity offered to concerned groups or individuals to react to policy proposals.
3. Discussion and final action by the Board on policy proposals.

The final vote to adopt or not to adopt shall follow by at least four weeks from the meeting at which policy proposals are first placed on the agenda.

1. Prior to enactment, all policy proposals shall be titled and coded as appropriate to subject and in conformance with the codification system used in the Board policy manual.
2. Insofar as possible, each policy statement shall be limited to one subject.
3. Policies and amendments adopted by the Board shall be attached to and made a part of the minutes of the meeting at which they are adopted and shall also be included in the policy manual of the district.
4. Policies and amendments to policies shall be effective immediately upon adoption unless a specific effective date is provided in the adopted resolution.

### Emergency Procedure

On matters of unusual urgency, the Board may waive the four-week limitation and take immediate action to adopt new or revise existing policies. When such immediate action is necessary, the superintendent shall inform concerned groups or individuals about the reasons for this necessity.

Annual Reaffirmation of Policies

The Board's set of written policies shall be readopted at each annual organizational meeting, subject to the understanding that all policies not established by law and/or contractual arrangements may be changed through Board action as described above.

Law, Philosophy, and Enforcement

The Board will make every effort to ensure that its policies conform to the higher supremacy of state and federal laws, including the provisions of State and U. S. Constitutions. Questions concerning the legality of any policy should be addressed to the office of the superintendent. Further, while it is not feasible to reiterate the principles of the Board-adopted Educational Philosophy into the language of each and every policy statement, it is to be assumed that the spirit of this document will prevail in the implementation of all policies. Finally, the Board expects compliance with its formally-adopted policies. Failure to comply will be considered cause for disciplinary action.

BOARD REVIEW OF ADMINISTRATIVE RULES

The Board reserves the right to review and veto administrative rules should they, in the Board's judgement, be inconsistent with the policies adopted by the Board.



### POLICY DISSEMINATION

The superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board and the administrative rules and regulations needed to put them into effect.

Accessibility is to extend at least to all employees of the school system, to members of the Board, and to persons in the communities of the county insofar as conveniently possible.

All policy manuals distributed to anyone shall remain the property of the Edwards County Board of Education and shall be considered as "on loan" to anyone, or any organization, in whose possession they might be at any time. They are subject to recall at any time deemed necessary by the administrative head of the school district for purposes of updating.

ADMINISTRATION IN POLICY ABSENCE

The superintendent shall have the power to implement action within the school system if an emergency situation should develop for which the School Board has provided no administrative guidelines. However, the superintendent's decision shall be subject to review by the Board at its next regular meeting. It is the superintendent's duty to inform the Board of any such action and of the need for an official policy.

### SUSPENSION OF POLICIES

The operation of any section or sections of Board policies not established by law or contract may be temporarily suspended by a majority vote of Board members present at a regular or special meeting.

POLICY REVIEW AND EVALUATION

The Board should follow through the policies it has formulated. It shall evaluate how the policies have been executed by the school staff, and shall weigh the results. The Board shall rely on the school staff, students, and the community to provide evidence of the effect of the policies which it has adopted.

POLICY MANUAL ACCURACY CHECK

The Board directs the superintendent to see that all policy manuals are updated as soon as possible after the Board has replaced, added, or eliminated any part of the District policies.

## BOARD-STAFF COMMUNICATIONS

The Board desires to maintain open channels of communication between itself and the staff. The basic line of communication will, however, be through the district superintendent.

### Staff Communications to the Board

Communications, requests, or reports to the Board or any Board committee from school personnel should in most cases be submitted through the administration. In all cases, the superintendent shall be notified of any request or intent of school personnel to meet with the Board or committee, and the purpose of the meeting. The superintendent shall then place the item on the Board or committee agenda.

### Board Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the superintendent and principals.

### Visits to Schools

Individual Board members interested in visiting schools or classrooms should make arrangements for visitations through the principals of the various schools. Such visits shall be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by Board members will be carried on only under Board authorization and with the full knowledge of staff, including the superintendent and principals.

### Social Interaction

Staff and Board members share a keen interest in the schools and in education generally, and it is to be expected that when they meet at social affairs and other functions, they may informally discuss such matters as educational trends, issues, and innovations and general school district problems. However, staff members are reminded that individual Board members have no special authority excepting when they are convened at a legal meeting of the Board or vested with

special authority by Board action. Therefore, discussions by either party of personalities or personnel grievances should be avoided.

BOARD MEMBER DEVELOPMENT OPPORTUNITIES

The school board in modern America faces a difficult set of challenges. It must fashion a quality educational program to prepare children for an unpredictable tomorrow. It must decide complex issues of policy and principle. It must oversee the prudent management of our community's extensive school facility. It is right and proper for the public to expect its elected board members to demonstrate high qualities of leadership as they deal with affairs of the public schools. It is also right and proper for a school board to expect public support for its efforts to enlarge the horizons and abilities of its members.

The Board of Education places a high priority on the importance of a planned and continuing program of inservice education for its members. The central purpose of the program is to enhance the quality and effectiveness of public school governance in our community. The Board shall plan specific inservice activities designed to assist Board members in their efforts to improve their skills as members of a policymaking body; to expand their knowledge about trends, issues, and new ideas affecting the continued welfare of our local schools; and to deepen their insights into the nature of leadership in a modern democratic society.

Funds shall be budgeted annually to support the program. Individual Board members shall be reimbursed for out-of-pocket costs incurred through participation in approved activities. The Board as a whole shall retain the authority to approve or disapprove the participation of members in planned activities. The public shall be kept informed through the news media about the Board's continuing inservice education and about the programs anticipated for short-and long-range benefits to our schools.

The Board regards the following as the kinds of activities and services appropriate for implementing this policy:

1. Participation in school board conferences, workshops, and conventions held by the State School Board Association.
2. District-sponsored training sessions for Board members.
3. Subscriptions to publications addressed to the concerns of Board members.



BOARD MEMBER INSURANCE

The Edwards County School District shall maintain adequate insurance to protect the district and its Board of Education... against loss because of fire, damage of school property, loss to other property, or general liability resulting as a responsibility of the school district and its Board... while acting in behalf of the school district.

### SCHOOL BOARD LEGISLATIVE PROGRAM

The Board, as an agent of the State, must operate within the bounds of state and federal law affecting public education. If the Board is to meet its responsibilities to the residents and students of the community, it must work vigorously for the passage of new laws designed to advance the cause of good schools and for the repeal or modification of existing laws that impede this cause. To this end:

1. The Board may develop an annual legislative program through conferences with the state and national school boards associations.
2. When appropriate, the Board will work for the achievement of common legislative objectives through these associations and with other concerned groups.
3. The Board will also seek both direct and indirect representation of its position on pending legislation with appropriate state and federal legislators and legislative committees.

LIAISON WITH SCHOOL BOARDS ASSOCIATIONS

The Board instructs the president and/or secretary to keep the Board fully informed of the affairs of the state and national school boards associations and, contrariwise, to keep these organizations informed, as directed from time to time, of the Board's concerns and official positions on matters of common interest and concern.

In addition to desiring informational liaison between itself and the school boards associations, the Board is also desirous of being officially represented in associational affairs through the election of delegates and/or observers to the governing assemblies of these organizations.

## SECTION C: GENERAL SCHOOL ADMINISTRATION

Consult *The School Administrator's Guide to the EPS/NSBA System*, 1975 revised edition, for a full explanation of the codes and descriptors which follow. Use the checklist to record the contents of your own district policy manual. Your checkmarks will indicate which descriptors are covered in your manual.

Policy	Rule	Exhibit	
X			CA Administration Goals
			CAA District Administration Priority Objectives
X			CB School Superintendent
X			CBA Qualifications and Duties of Superintendent
			CBB Recruitment and Appointment of Superintendent
X			CBC Superintendent's Contract
			SN <i>The policy concerning the issuance of a contract and/or the terms of the contract itself. This descriptor may preclude the need for other descriptors in this series.</i>
X			CBD Superintendent's Compensation and Benefits
X			CBE Superintendent's Development Opportunities
X			CBF Superintendent's Consulting Activities
			CBG Evaluation of the Superintendent (Also AFB)
			CBH Superintendent's Termination of Employment
			CBHA Superintendent's Retirement
X			CC Administrative Organization Plan
X			CCA Organization Charts
X			CCB Line and Staff Relations
			CD Management Team
			SN <i>The cadre of division and department heads, principals, and others which—under the leadership of the superintendent—shares the responsibilities for school district administration.</i>
			CE Administrative Councils, Cabinets, and Committees
			CF School Building Administration
			SN <i>The internal management of individual schools.</i>
			CG Special Programs Administration
			SN <i>The internal management of autonomous or semi-autonomous programs.</i>
			CGA Summer Program Administration
			CGB Adult Education Program Administration
			CGC State and Federal Programs Administration
X			CH Policy Implementation
X			CHA Development of Administrative Rules
X			CHB Board Review of Administrative Rules (Also BFCA)
			CHC Administrative Rules Dissemination
X			CHCA Approval of Handbooks and Directives
			SN <i>The policy concerning the authority to duplicate and distribute circulars, leaflets, guidebooks, and the like which are intended to interpret or explain Board policies and/or general administrative rules.</i>
X			CHD Administration in Policy Absence (Also BFE)

Policy	Rule	Exhibit	SECTION C: GENERAL SCHOOL ADMINISTRATION (Continued)	
X			CI      Temporary Administrative Arrangements <i>SN The policy authorizing the utilization of substitute, acting, and/or part-time administrators.</i>	
			CJ      Administrative Intern Program	
X			CK      Program Consultants <i>SN Outside consultants engaged to assist any division or department other than the Board itself. See also BCH, Consultants to the Board.</i>	
			CL      Administrative Reports	
			CM      School District Annual Report	
			<div data-bbox="1045 1898 1349 1929">Section C—2nd of 2 pages</div>	

### ADMINISTRATION GOALS

Proper administration of the schools is most vital to a successful educational program. The general purpose of the district's administration shall be to coordinate and supervise, under the policies of the Board, the creation and operation of an environment in which students learn most effectively. Administrative duties and functions should be appraised in terms of the contribution made to improving instruction and learning. The Board shall rely on its chief executive officer, the district superintendent, to provide at the district level the professional administrative leadership demanded by such a far-reaching goal.

The district's administrative organization shall be designed so that all divisions and departments of the central office and all schools are part of a single system guided by Board policies which are implemented through the district superintendent. Principals and central office administrators are all expected to administer their units in accordance with Board policy and the district superintendent's rules and procedures. However, the mere execution of directives cannot, by itself, be construed as good administration. Vision, initiative, resourcefulness, and wise leadership--as well as consideration and concern for staff members, students, parents, and others--are essential for effective administration.

Within the concept of an effective total system, it shall be the policy of the Board that ways shall be sought to decentralize administration in order to bring administrative decisions closer to, hence more responsive to, specific needs of individual students and the school community.

The district superintendent, each principal, and all other administrators shall have the authority and responsibility necessary for his or her specific administrative assignment. Each shall likewise be accountable for the effectiveness with which the administrative assignment is carried out. The Board shall be responsible for clearly specifying requirements and expectations of the superintendent, then holding the superintendent accountable by evaluating how well those requirements and expectations have been met. In turn, the superintendent shall be responsible for clearly specifying requirements and expectations for all other

administrators, then for holding each accountable by evaluating how well requirements and expectations have been met.

Major goals of administration in the district shall be:

1. To manage the district's various departments, units, and programs effectively.
2. To provide professional advice and counsel to the Board and to advisory groups established by Board action. Preferably, where feasible, this will be done through reviewing alternatives, analyzing the advantages and disadvantages of each, and recommending a selection from among the alternatives.
3. To implement the management function so as to assure the best and most effective learning programs, through achieving such subgoals as (a) providing leadership in keeping abreast of current educational developments; (b) arranging for the staff development necessary to the establishment and operation of learning programs that better meet more learner needs; (c) coordinating cooperative efforts at improvement of learning programs, facilities, equipment, and materials; and (d) providing access to the decisionmaking process for improvement ideas of staff, students, parents, and others.

### SCHOOL SUPERINTENDENT

The superintendent shall be the chief executive officer of the school district and shall have under the direction of the Board, general supervision of all of the public schools and of all the personnel and various personnel departments of the school system. The superintendent is responsible for the management of the schools under the Board's policies and is accountable to the Board.

The superintendent, in his discretion, may delegate to other school personnel the exercise of any powers and the discharge of any duties imposed upon the superintendent by these policies or by vote of the Board. The delegation of power or duty, however, shall not relieve the superintendent of responsibility for the action taken under such delegation.



QUALIFICATIONS AND DUTIES OF THE SUPERINTENDENT

(JOB DESCRIPTION)

The superintendent of the district shall be the chief executive officer of the Board of Education. In general, his most important functions are to put into effect the policies established by the Board, to propose policies and advise upon policies under consideration by the Board, and to supply information needed by the Board to evaluate and to appraise the success of its policies and their administration.

The superintendent shall be responsible for the effective operation of all phases of the school service, including but not limited to the following:

1. Attend all meetings of the Board and that of all committees of the Board, except when his own employment or salary are being considered.
2. Formulating and presenting to the Board such plans, programs, and proposals dealing with all phases of instruction and school operation which will help maintain and improve school conditions.
3. Keep the Board informed as to how policies are being carried out, as to the effectiveness of policies, and as to the conditions and success of the various school services.
4. Maintaining a continuous program of evaluation of the services of all employees. Making and supporting with evaluative data recommendations for fixing the rate of pay of all employees annually.
5. The development of the annual budget.
6. Administering the budget as approved by the Board in accordance with the law and the expressed intent of the Board. Interpreting the budget to employees and the public.
7. He shall be the district's purchasing agent, using good business practices in acquiring supplies and equipment.

8. Maintaining a continuous program of public information, representing the school before the public and furthering understanding and wholesome working relations between the school and the community.
9. Directing the school in meeting all legal requirements of accrediting authorities. He may make appropriate use of legal counsel appointed by the Board.
10. The superintendent is expressly authorized and encouraged to establish administrative instructions to supplement or implement the policies of the Board and any of its directives. Such administrative instructions shall be consistent with the policies of the Board and Illinois law.
11. Supervision of the instructional program including all class and extracurricular activities.
12. He shall be charged with the in-service training of instructors.
13. Maintaining desirable citizenship among pupils, he shall have authority to discipline or to suspend pupils and to recommend dismissal to the Board of Education.
14. The routine supervision of non-teaching employees during the school year.
15. The supervision and control of school buildings and grounds during the school year.
16. Maintain proper and adequate records for all pupils enrolled.
17. He will designate a certified employee to act in his place in case of his absence from school.
18. He will direct the repair and maintenance of all buildings, grounds and equipment.
19. Assist in planning new construction and remodeling.
20. Direct the transportation of pupils.
21. Exercising such other duties and authority as may be

required of him or conferred upon him by law and the Board of Education.

### SUPERINTENDENT'S CONTRACT

The superintendency is becoming more demanding as the superintendent's responsibilities become more complex. The Board realizes that it is therefore increasingly important to attract able persons to the superintendency by making the rewards of the position commensurate with its challenges. The Board further realizes that it is increasingly important to free the superintendent from the pressures of groups in the community by insuring his or her security from the threat of sudden and unjustified dismissal.

The Board, upon the selection of a candidate or upon re-appointment of the incumbent superintendent, shall endeavor to secure the dignity of the position and the freedom of leadership appropriate to the responsibilities of the superintendent through an explicit contractual agreement. Such contract shall meet the requirements of Illinois law and the regulations of the State Board of Education and shall protect the rights of both the Board and the superintendent. The Board shall recognize that while it is a policymaking body, the execution of policy is properly delegated to employed professional administrators.

SUPERINTENDENT'S COMPENSATION AND BENEFITS

The salary of the superintendent, additional benefits, vacation entitlement, and other leave shall be determined at the time of his appointment or reappointment and shall be part of his or her written contract.

Additional benefits such as health and other forms of insurance, annual vacation, holidays, and temporary and extended leaves and absences shall be at least equal to those granted other professional staff members.

**SUPERINTENDENT'S DEVELOPMENT OPPORTUNITIES**

The Board shall offer the superintendent encouragement and assistance for his own professional development. So that he or she may keep the Board and professional staff informed of new and promising educational developments, the Board will encourage the superintendent to attend educational conferences, seminars, workshops, and other professional meetings; visit other school systems; and use other means to keep abreast of modern educational thought and practices. The superintendent shall notify the Board president of any professional meetings which will cause him or her to be absent from the district for more than two days.

SUPERINTENDENT'S CONSULTING ACTIVITIES

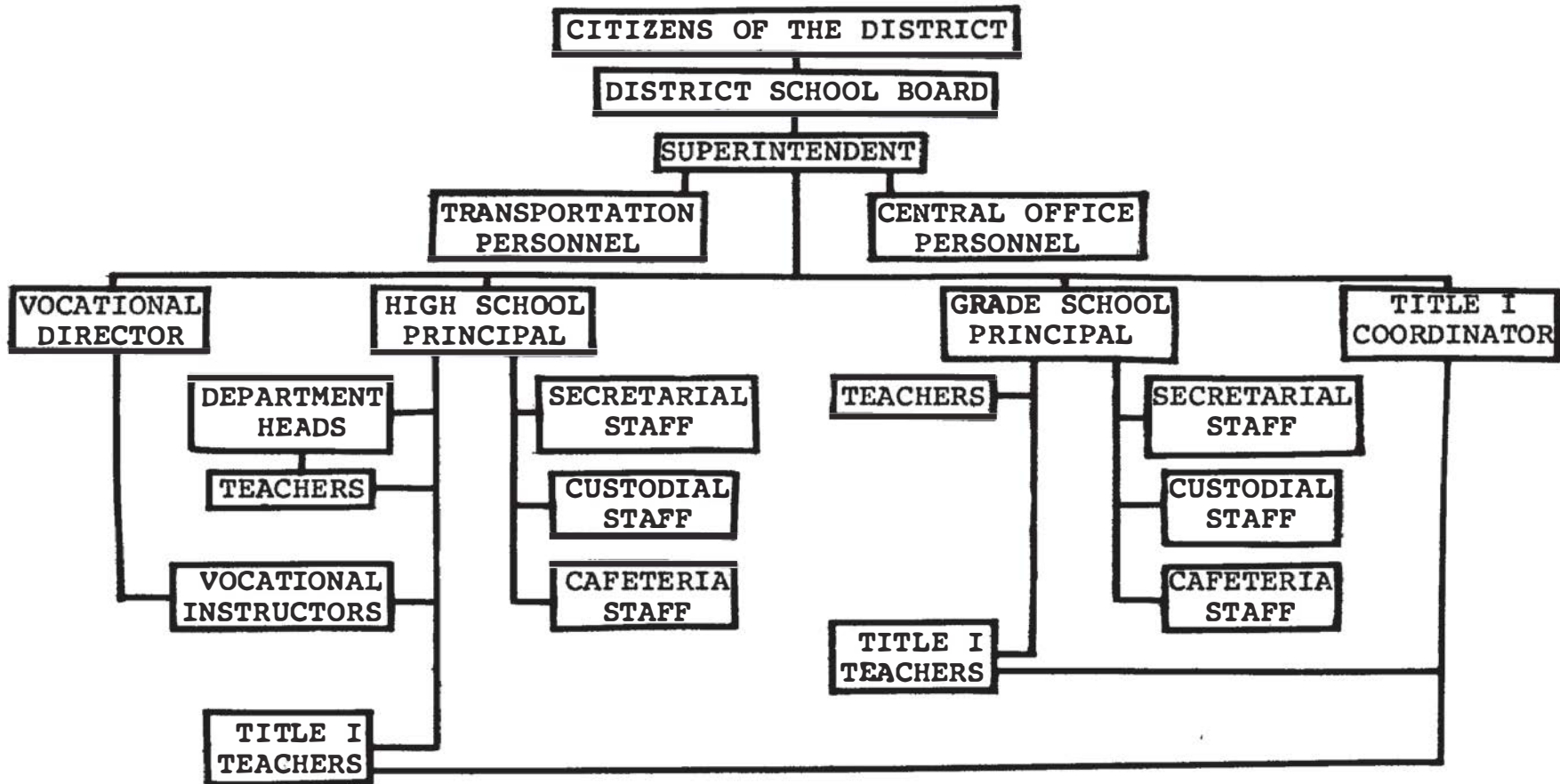
The Board expects the superintendent to devote his or her undiminished attention and energy to the concerns of the school district. He or she may not be engaged in any other employment nor in long-term consulting assignments. However, the Board recognizes the superintendent's obligation to contribute to the profession of school administration and to the cause of public education generally. This policy, therefore, does not prohibit the superintendent from undertaking occasional consultative work which does not conflict with obligations to the district.

ADMINISTRATIVE ORGANIZATIONAL PLAN

The legal authority of the Board is to be transmitted through the superintendent along specific paths from person to person as shown by organizational charts for the district. The lines of authority in the charts represent direction of authority and responsibility. All such charts shall be submitted to the Board for approval and shall be regarded as visual representations of policy.



ORGANIZATIONAL CHART



Edwards County Community Unit School District #1

LINE AND STAFF RELATIONS

The Board desires the superintendent to establish clear understandings on the part of all personnel of the working relationships in the school system.

Lines of direct authority shall be those approved by the Board and shown on district organization charts.

Personnel shall be expected to refer matters requiring administrative action to the administrator to whom they are responsible. That administrator shall refer such matters to the next higher administrative authority when necessary. Additionally, all personnel are expected to keep the person to whom they are immediately responsible informed of their activities by whatever means the person in charge deems appropriate.

It is expected that the established lines of authority will serve most purposes. But all personnel shall have the right to appeal any decision made by an administrative officer through grievance procedures established through Board policy.

Additionally, lines of authority do not restrict in any way the cooperative, sensible working together of all staff members at all levels in order to develop the best possible school programs and services. The established lines of authority represent direction of authority and responsibility; when the staff is working together, the lines represent avenues for a two-way flow of ideas to improve the program and operations of the school system.

**POLICY IMPLEMENTATION**  
**(Enforcement)**

The policies developed by the Board and the administrative regulations developed to implement policy are designed to increase the probability of an effective and efficient school system. Consequently, it is assumed that all Board employees and students willingly carry them out. In an attempt to insure equitable and just treatment of all, suggestions for changes in, revisions of, or additions to existing policies and regulations are welcomed.

In the educational hierarchy, those in superordinate positions are responsible for informing subordinates of existing policies and regulations and for seeing that they are implemented in the spirit intended. Continuous disregard for Board policy and administrative regulation may be interpreted as willful neglect of duty and may constitute grounds for dismissal. Any employee who feels that he or she is subject to arbitrary and/or capricious regulations may institute a formal grievance procedure.

DEVELOPMENT OF ADMINISTRATIVE RULES

The Board shall delegate to the superintendent the function of specifying required actions and designing the detailed arrangements under which the school will be operated, whenever practical. These detailed arrangements shall constitute the administrative regulations governing the schools. They shall be defined in written form and organized by subject or date with adequate indexing for easy use. Make-up and distribution will be so as to facilitate easy filing and proper use, and distribution shall include the members of the Board. The administrative regulations must in every respect be consistent with the policies of the Board.

The Board itself shall strive to formulate and adopt administrative regulations only when specific state laws require board adoption. But the Board may also do so when the superintendent recommends Board adoption in light of strong community attitudes or probable staff reactions.

BOARD REVIEW OF ADMINISTRATIVE RULES

The Board reserves the right to review and veto administrative rules should they, in the Board's judgment, be inconsistent with the policies adopted by the Board.

APPROVAL OF HANDBOOKS AND DIRECTIVES

The Board shall approve the publication of all curriculum guides, manuals, handbooks, pamphlets and similar book-type publications that are directive in nature.

ADMINISTRATION IN POLICY ABSENCE

The superintendent shall have the power to implement action within the school system if an emergency situation should develop for which the School Board has provided no administrative guidelines. However, the superintendent's decision shall be subject to review by the Board at its next regular meeting. It is the superintendent's duty to inform the Board of any such action and of the need for an official policy.

### TEMPORARY ADMINISTRATIVE ARRANGEMENTS

In any organization, it is important that the responsibility for decision-making be clearly delineated. This is particularly true if the superintendent, for one reason or another, is unavailable. In these cases, there should be a clear line of administrative succession which designates both responsibility and authority.

The superintendent shall make his whereabouts known to the central office. If the superintendent leaves the district, he shall make every effort to communicate his itinerary to the district secretary who, in turn, shall inform others who want or need to know. In case of a bona fide emergency, every effort will be made to notify the superintendent of the situation. If the superintendent is unable to be reached, the responsibility and the authority to act for the district shall fall to the Edwards County Senior High School Principal.

In the event of serious illness or death to the superintendent, the Board president shall call a special meeting of the Board to determine what course the district should take at that time.



### PROGRAM CONSULTANTS

In situations where knowledge and/or technical skills are needed that cannot be supplied by regular staff positions, technical and consultant assistance will be considered as one alternative for providing the desired service. The service will be provided consistent with budgetary appropriations.

The administrative and supervisory staff of the Edwards County Schools shall encourage the use of professional consultants from the State Board of Education, colleges, universities, and other sources, when members of the staff feel such consultative services will be helpful in the improvement of the instructional program in Edwards County. All consultants should be approved by the superintendent prior to the invitation and arrangement for visitation by such person or persons to the school system.

## SECTION D: FISCAL MANAGEMENT

Consult *The School Administrator's Guide to the OPS/MSBA System*, 1975 revised edition, for a full explanation of the codes and descriptors which follow. Use the checklist to record the contents of your own district policy manual. Your checkmarks will indicate which descriptors are covered in your manual.

Exhibit

DA	Fiscal Management Goals
DAA	Fiscal Management Priority Objectives
DB	Annual Operating Budget
DBA	Budgeting System
DBB	Fiscal Year
DBC	Budget Deadlines and Schedules
DBD	Budget Planning
	<i>SN The policy describing the general plan for the development of the budget and also the extent of involvement by students, staff, and/or public in the development and review of budget recommendations.</i>
DBE	Determination of Budget Priorities
DBF	Dissemination of Budget Recommendations
DBG	Budget Hearings and Reviews
DBH	Budget Adoption Procedures
DBHA	Budget Referenda
DBI	Budget Appeals Procedures
DBJ	Budget Implementation
DBK	Line Item Transfer Authority
DC	Tax and Debt Limitations
	<i>SN A statement of information as to these limitations as mandated by law. Create subcategories as necessary for special policies or state requirements pertaining to authority to purchase short term and tax anticipation notes as well as requirements for tax and bond elections.</i>
DD	State and Federal Aid Eligibility Determination
	<i>SN The policy which declares the Board's desire to be kept fully informed about the district's eligibility for participation in existing or imminent state and federally funded programs.</i>
DE	Revenues From Tax Sources
	<i>SN This term does not call for a policy. Its purpose is to establish a category.</i>
DEA	Revenues From Local Tax Sources
	<i>SN A statement concerning the procedures for raising local funds for school support purposes. Create subcategories as necessary for legal requirements concerning school tax collection procedures.</i>
DEB	Revenues From State Tax Sources
DEC	Revenues From Federal Tax Sources
DF	Revenues From Nontax Sources
	<i>SN This term does not call for a policy. Its purpose is to establish a category.</i>
DFA	Revenues From Investments
DFAA	Use of Surplus Funds
DFB	Revenues From School-Owned Real Estate
	<i>SN Pertains to property owned by the school district but not used for school purposes.</i>
DFC	Grants From Private Sources
DFD	Rentals and Service Charges
DFE	Gate Receipts and Admissions
DFEA	Free Admissions
DFF	Royalties
DFG	Income From School Shop Sales and Services

## SECTION D: FISCAL MANAGEMENT

(Continued)

DG	Depository of Funds
DGA	Authorized Signatures
DGB	Check-Writing Services
DH	Bonded Employees and Officers
DI	Fiscal Accounting and Reporting
DIA	Accounting System
DIB	Types of Funds
DIC	Financial Reports and Statements
DID	Inventories
DIE	Audits
DJ	Purchasing
	<i>SN This term does not call for a policy. Its purpose is to establish a category.</i>
DJA	Purchasing Authority
DJB	Petty Cash Accounts
DJC	Bidding Requirements
DJD	Local Purchasing
DJE	Cooperative Purchasing
DJF	Purchasing Procedures
	<i>SN The policy or policies concerning the purchasing of goods and services excepting food. See EFA, Food Purchasing. Create subcategories if necessary concerning purchasing standardization, specifications, requisitions, purchase orders, change orders, verification of receipt of goods and services, and the like.</i>
DJG	Vendor Relations
DJGA	Sales Calls and Demonstrations
DK	Payment Procedures
DL	Payroll Procedures
DLA	Payday Schedules
DLB	Salary Deductions
DLC	Expense Reimbursements
DM	Cash in School Buildings
	<i>SN The policy pertaining to the safeguarding of cash on hand.</i>
DN	School Properties Disposal Procedure

### FISCAL MANAGEMENT GOALS

The quantity and quality of learning programs are directly dependent on the funding provided and the effective, efficient management of those funds. It follows that achievement of the district's purposes can best be achieved through excellent fiscal management. Further, the Board recognizes the important trust it has been given with the responsibility of managing a large amount of public resources. As trustee of local, state, and federal funds allocated for use in public education, the Board will be vigilant in fulfilling its responsibility to see that these funds are used wisely for achievement of the purposes to which they are allocated.

Because of resource limitations, there is sometimes a temptation to operate so that fiscal concerns overshadow the educational program. Recognizing this, it is essential that the district take specific action to make sure education remains central and that fiscal matters are ancillary and contribute to the educational program. This concept shall be incorporated into Board operations and into all aspects of district management and operation.

In the district's fiscal management, the Board seeks to achieve the following goals:

1. To engage in thorough advance planning, in order to develop budgets and to guide expenditures so as to achieve the greatest educational returns and the greatest contributions to the educational program in relation to dollars expended.
2. To establish the highest levels of funding possible which will provide high quality education for the district's students.
3. To use the best available techniques for budget development and management.
4. To establish maximum efficiency procedures for accounting reporting, business, purchasing and delivery, payroll, payment of vendors and contractors, and all other areas of fiscal management.

### ANNUAL OPERATING BUDGET

The school budget is the legal basis for the establishment of tax rates. It is the legal document which describes the programs to be conducted during a given period of time. It is the operational plan, stated in financial terms, for the conduct of all programs in the school system. The annual school budget process is an important function of school district operations and should serve as a means to improve communications within the school organization and with residents of the school community.

Public school budgeting for Illinois schools is regulated and controlled by legislation. State Board of Education regulations, and local school board requirements.

The Board shall, within the first quarter of each fiscal year, adopt an annual budget which it deems necessary to defray all necessary expenses and liabilities of the district, and in such annual budget shall specify the objects and purposes of each item and amount needed for each object or purpose.

The budget shall be prepared in tentative form by the superintendent. The tentative form shall be made conveniently available to public inspection for at least 30 days prior to final action. At least one public hearing shall be held as to such budget prior to final action. Notice of availability for public inspection and of such public hearing shall be given by publication in a newspaper published in the district, at least thirty days prior to the time of such hearing. The adoption of the budget shall be by roll call vote and the motion adopting the budget shall be incorporated into the official minutes.

BUDGETING SYSTEM

The Edwards County Schools shall use the Illinois Program Accounting System of Budgeting as explained in the Illinois Program Accounting Manual for Local Education Agencies.

FISCAL YEAR

The fiscal year of the Edwards County Schools shall be July 1 to June 30.

BUDGET IMPLEMENTATION

The Board places the responsibility for administering the operating budget, once adopted, with the superintendent. Appropriate financial reports will be given to the Board quarterly for Board control purposes.



STATE AND FEDERAL AID ELIGIBILITY DETERMINATION

The Board is to be kept informed of all possible sources of state, federal, and other funds for the support of the schools and/or for the enhancement of educational opportunities in Edwards County. The superintendent is to apprise the Board of its eligibility for general or program funds and to make recommendations for Board action.

REVENUES FROM LOCAL TAX SOURCES

The administration of the property tax levied by the school district for operation and maintenance and the required county-wide and statewide taxes levied for public school purposes are governed by the School Code of Illinois under the constraints of the Constitution of the State of Illinois. Local school boards and their executive agents are responsible for implementing the law in all details.

REVENUES FROM FEDERAL TAX SOURCES

It is the objective of the Board to provide equal educational opportunities for all children within the district. It is the intent of the Board to study all federal legislation, with this philosophy in mind, selecting those particular parts of the legislation which will help the Board to provide a better educational environment, and a better physical and mental growth for each pupil.

The Board regards these billions of dollars of aid to local school districts and communities as public trust, just as if the money came from our own local or state taxpayers. If the Board selects any particular area in which this federal money can assist and provide a better education, this money will be spent wisely and well, as with other local and state school funds.

REVENUES FROM INVESTMENTS

It is the policy of the Edwards County Board of Education that any temporary balance in a school district fund which will remain unexpended for a reasonable period shall be invested for a length of time to be determined by the superintendent.

RENTAL AND SERVICE CHARGES

The Board desires to cooperate with other town agencies and community organizations by making available school facilities and certain specified items of equipment or services when so doing will not be in conflict with the educational program. To this end, all schedules or rental and service charges will be kept as low as possible, considering operation and maintenance costs.

GATE RECEIPTS AND ADMISSIONS

Admission receipts of school events shall be adequately controlled. The principal is responsible for the administration and supervision of all phases of school events for which an admission is charged; however, persons presenting season, faculty, or special passes will be admitted to all events.

DEPOSITORY OF FUNDS

The Citizens National Bank of Albion, Illinois shall be the official depository of all Educational Fund money. The First State Bank of West Salem, Illinois shall be the official depository of all other fund moneys.

BONDED EMPLOYEES AND OFFICERS

The school district's treasurer shall be bonded in the amounts required to comply with section 8-2 and 19-6 of the Illinois School Code.

The principals of each attendance center shall be bonded.



FISCAL ACCOUNTING AND REPORTING

The superintendent shall be ultimately responsible for receiving and properly accounting for all funds of the district.

The accounting system used shall be the Illinois Program Accounting System which provides for the appropriate separation of accounts, funds, and special moneys.

The Board shall receive monthly financial statements from the superintendent showing the financial condition of the district. Such other financial statements as may be determined necessary by either the Board or the administration shall be presented as found desirable.

The district administration shall also be responsible for pupil accounting and shall report enrollment and attendance as required by the State.

AUDITS

The books and accounts of the district shall be audited by an independent certified public accountant in conformance with the prescribed standards and legal requirements. The certified public accountant shall be selected by the Board.

PURCHASING AUTHORITY

The Board shall authorize the superintendent to purchase and supervise the purchasing of all materials, goods, and supplies for the district in accordance with state law and good purchasing practices.

### BIDDING REQUIREMENTS

All contracts for, and purchases of, supplies, materials, equipment, and contractual services in the amount of \$2,500 or more shall be based on competitive bids. All purchases less than \$2,500 in amount may be made in the open market, but shall, when possible, be based on competitive quotations or prices. All purchases made in the open market shall be consummated after careful pricing.

When bidding procedures are used, bids shall be advertised appropriately. Suppliers shall be invited to have their names placed on mailing lists to receive invitations to bid. When specifications are prepared, they will be mailed to all merchants and firms who have indicated an interest in bidding.

All bids should be submitted in sealed envelopes, addressed to the Board, (or person(s) designated by the Board) and plainly marked with the name of the bid and the time of the bid opening. Bids shall be opened at the time specified and all bidders and other persons shall be invited to be present.

The Board reserves the right to reject any or all bids and to accept that bid which appears to be in the best interest of the Edwards County Schools. The Board reserves the right to waive any informalities in, or reject, any or all bids or any part of any bid. Any bid may be withdrawn prior to the scheduled time for the opening of bids. Any bid received after the time and date specified shall not be considered.

The bidder to whom the award is made may be required to enter into a written contract with the Edwards County Schools.

LOCAL PURCHASING

It shall be the policy of this school district to purchase locally when possible, provided goods of equal quality and at competitive prices are available from local suppliers.

The district purchasing agent(s) should not feel bound to purchase any item locally that can be secured at a savings to this school district from outside sources, nor shall he or she feel bound to purchase locally unless adequate service and delivery can be given by the local supplier.

### PURCHASING PROCEDURES

Purchases by the district should be made when possible through the central office, utilizing the district's purchase form. All requisitions must indicate the teacher or the department for which the purchase(s) are made.

All purchases, whether by competitive bid or otherwise, shall take into consideration the quality of the articles supplied; their conformity with developed specifications; their suitability to the requirements of the educational system; and the delivery terms.

Purchasing procedures shall be established by the superintendent.

SALES CALLS AND DEMONSTRATIONS

Sales representatives should not call on teachers or other school staff members without authorization from the school administration. Any exception to this policy must be approved by the principals and/or superintendent.

School principals may give permission to sales representatives of educational products to see members of the school staff at times that will not interfere with the educational program.

PAYMENT PROCEDURE

In keeping with its desire for efficient fiscal management in the school system, the Board adopts the following procedures for payment of bills:

1. A listing of all bills will be presented to the Board at its monthly business meeting.
2. All bills presented to the Board shall be checked for accuracy by the superintendent.
3. Upon approval of payment, the treasurer will sign and issue vouchers to cover said bills.



PAYROLL PROCEDURES

he superintendent is authorized to certify payrolls, and  
he treasurer of the Board of Education is authorized to  
issue checks on his/her signature alone in accordance with  
he duly certified payroll.

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### SALARY DEDUCTIONS

Salary deductions other than those regulated by the federal or state government are allowed only upon approval by the Board and are subject to the following requirements:

1. Organizations, companies, groups, or individuals desiring the institution of a salary deduction plan must submit a desire plan to the Board for advance approval.
2. Deductions are to be withheld in equal installments, with the number of installments being determined by the number of pay periods of said district.
3. The treasurer should be given 30 days notice of the institution or termination of a salary deduction by an individual. In case of new employees, 10 days notice shall be given.
4. All salary deductions other than those regulated by the federal or state government will be deducted only upon approval of the employee.

The Board of Education of the Edwards County School District authorizes, within the above regulations, salary deduction plans for:

1. Teacher Association Dues
2. Tax sheltered annuities
3. Insurance (Hospitalization)

EXPENSE REIMBURSEMENTS

District personnel and officials who incur expenses in carrying out their authorized duties shall be reimbursed by the district upon submission of a properly filled out and approved voucher and such supporting receipts as required by the superintendent or Board. Such expenses may be approved and incurred in line with budgetary allocations for the specific type of expense as set forth in the current budget. If said allocation for travel is not a part of the current budget, it must be approved by the Board or in situations where this is not possible, it must be approved by the superintendent.

When official travel by personally owned vehicle has been authorized, mileage payment shall be made at the rate currently approved by the Board.

CASH IN SCHOOL BUILDINGS

Moneys collected by school employees and by student treasurers shall be handled with good and prudent business procedures. All moneys collected shall be receipted, accounted for, and directed without delay to the proper location of deposit.

In no case shall moneys be left overnight in schools, except in safes provided for safekeeping of valuables.

Insurance. The Board of Education shall procure and maintain insurance, in reasonable amounts, based on the exposure to losses at various locations, and in order to protect against the loss of money, securities, and checks by actual destruction, disappearance, or wrongful abstraction from within all premises and also while off any premises.

SCHOOL PROPERTIES DISPOSAL PROCEDURE

All sale of school property (except federal surplus) must be in keeping with the regulations of same as contained in the Illinois School Code.

All federal surplus property no longer needed by the district and approved for sale by the Federal Surplus Section in Springfield, Illinois, will be let for bids upon approval by the Board. Acceptance of bids must also be approved by the Board.

## SECTION E: SUPPORT SERVICES

Consult *The School Administrator's Guide to the EPS/NSEA System*, 1975 revised edition, for a full explanation of the codes and descriptors which follow. Use the checklist to record the contents of your own district policy manual. Your checkmarks will indicate which descriptors are covered in your manual.

Policy

Rule

Exhibit

x

EA Support Services Goals  
EAA Support Services Priority Objectives

x

EB Safety Program  
EBA Buildings and Grounds Inspections  
EBAA Reporting of Hazards  
EBAB Warning Systems  
EBB Accident Prevention and Procedures

x

x

x

x

EBBA First Aid  
EBBB Accident Reports  
EBC Emergency Plans  
EBCA Disaster Plans  
EBCB Fire Drills  
EBCC Bomb Threats  
EBCD Emergency Closings

x

x

x

EC Buildings and Grounds Management  
ECA Buildings and Grounds Security  
ECAA Access to Buildings  
ECAB Vandalism  
ECB Buildings and Grounds Maintenance  
ECC Custodial Services  
ECD Traffic and Parking Controls  
ECE Buildings and Grounds Records and Reports

ED Material Resources Management  
*SN The policy or policies relating to the management and control of instructional and noninstructional equipment, materials, and supplies.*

EDA Receiving and Warehousing  
EDB Maintenance and Control of Materials  
EDBA Maintenance and Control of Instructional Materials  
EDBB Maintenance and Control of Noninstructional Materials  
EDC Authorized Use of School-Owned Materials  
EDD Material Resources Records and Reports

x

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EE Transportation Services Management  
EEA Student Transportation Services  
EEAA Walkers and Riders  
EEAB School Bus Scheduling and Routing  
EEAC School Bus Safety Program  
EEACA Bus Driver Examination and Training  
EEACB School Bus Maintenance  
EEACC Student Conduct on School Buses (Also JFCC)  
EEAD Special Use of School Buses  
EEAE Student Transportation in Private Vehicles  
EEAF Student Transportation Insurance  
EEAG Student Transportation Records and Reports  
EEB Business and Personnel Transportation Services  
EEBA School-Owned Vehicles  
EEBB Use of Private Vehicles on School Business  
EEBC Business and Personnel Transportation Insurance  
EEBD Business and Personnel Transportation Records and Reports

## SECTION E: SUPPORT SERVICES

(Continued)

	EF	Food Services Management
	EFA	Food Purchasing
	EFAA	Use of Surplus Commodities
	EFB	Free and Reduced Price Food Services
	EFC	Vending Machines
	EFD	Food Sanitation Program
	EFE	Food Services Records and Reports
	EG	Office Services Management
	EGA	Office Communications Services
	EGAA	Printing and Duplicating Services
	EGAB	Mail and Delivery Services
	EGAC	Telephone Services
	EGB	Clerical Services
	EGC	Office Services Records and Reports
	EH	Data Management
		<i>SN The policy concerning centralized record-keeping. See "Records" in the Code Finder Index.</i>
	EI	Insurance Management
		<i>SN The policy concerning the school district's overall insurance program or concerning those insurance matters not covered elsewhere. See "Insurance" in the Code Finder Index.</i>
	EIA	Property Insurance
	EIB	Liability Insurance
	EJ	Evaluation of Support Services (Also AFF)



### SUPPORT SERVICES GOALS

Support services are essential to the successful function of a school system. Management of auxiliary operations is therefore an important responsibility of the district administration. It should be remembered, however, that education is the district's central function, and all support services shall be provided, guided, and evaluated by this requirement.

In order to provide support services that are truly supportive of the educational program, the Board establishes these goals:

1. To provide a physical environment for teaching and learning that is safe and pleasant for students, staff, and public.
2. To provide safe transportation for students to and from school and nutritious meals for students.
3. To provide support services resources and assistance with maximum responsiveness in terms of timeliness and degree of fulfillment of the needs of the educational program as they develop.

### SAFETY PROGRAM

Accidents are undesirable, unplanned occurrences which may result in tragic consequences--bodily harm; loss of school time, property damage, legal action, and even fatality. It shall be the policy of the Board to guard against such occurrences by taking every possible precaution to protect the safety of all students, employees, visitors, and others present on district property or at school-sponsored events.

The practice of safety shall also be considered a facet of the instructional plan of the district schools by virtue of educational programs in traffic and pedestrian safety, driver education, fire prevention, emergency procedures, etc., appropriately geared to students at different grade levels.

Eash principal shall be responsible for the supervision of a safety program for his/her school, and the superintendent shall have overall responsibility for the safety program of the district. General areas of emphasis shall include, but not be limited to: inservice training; accident record-keeping; plant inspection; driver and vehicle safety programs; fire prevention; school site selection; and emergency procedures and traffic safety problems relevant to students, employees, and the community.

**REPORTING OF HAZARDS**

**Staff members shall promptly report all hazards to their superior immediately.**

ACCIDENT REPORTS

The Board carries Workmen's Compensation and Employer's Liability Insurance on all employees. If an employee sustains an injury arising out of and in the course of employment, it should be reported immediately to the principal.

## EMERGENCY PLANS

### CONTINUITY OF ADMINISTRATION

1. In case of a district-wide emergency situation, the decisions will be made by the superintendent. In the absence of the superintendent, the following administrators, in sequence, shall be contacted for decision-making purposes:
  - a. High School Principal
  - b. Albion Grade Principal
  - c. Bone Gap Principal
  - d. West Salem Principal
2. In case of a school building emergency situation, the decisions will be made by the principal.

### SEVERE WEATHER

#### A. TORNADOES

1. A tornado watch is a forecast of the possibility of one or more tornadoes in a large area. Schools will continue normal activities but will watch for tornadoes and monitor the local radio stations and warning systems. If the tornado watch occurs at dismissal time, students will be retained at school until the threatening period is over.
2. A tornado warning means that a tornado has been detected and may be approaching. The weather warning receiver and local radio station will be monitored constantly. The school disaster procedures will be put into operation.

#### B. Severe Thunderstorms

1. Schools will continue normal activities and monitor the local radio stations and warning systems.
2. If a severe storm occurs at dismissal time, students will be held until danger has passed.

**C. BLIZZARDS**

1. Schools may be closed early at the discretion of the superintendent to permit buses to deliver children home.
2. A bus check system will be established by the superintendent.
3. Radio stations will be informed of the scheduled dismissal.
4. The closing of schools is determined by the superintendent.

**BOMB THREATS**

In case of a bomb threat, the following people or agencies will be notified in the following order: (1) Principal of the school; (2) Police Department; (3) Fire Department; and (4) Superintendent. It is recommended that evacuation of the building be made in all cases; however, circumstances will vary in each incident. The administration will make the decision to evacuate or not to evacuate. If an evacuation is made, the following procedures will be observed:

1. It should be a minimum of 500 feet.
2. Instructors will make visual checks of their classrooms reporting anything unusual to police but will not touch anything suspicious.
3. Instructors will be responsible for students in their rooms at the time of the evacuation.
4. Instructors will take roll call at the evacuation holding area.

**DISTURBANCES OR DEMONSTRATIONS**

If a situation occurs that is threatening to the safety of students and staff, the following procedures will be implemented:

1. The principal will be in complete charge of his/her building and facility.

2. Notify the superintendent.
3. Students and faculty will be kept informed of the situation.
4. Provide as near to normal operations as possible.
5. All personnel are responsible to the building principal for the performance of assigned duties.
6. The police will be notified.
7. The community will be kept informed.
8. The news media will be kept informed.
9. School closings will be made by the administration.

#### NUCLEAR EMERGENCIES

- A. Students will be sent home when official emergency communications indicate there is sufficient time to arrive home before dangerous conditions develop.
- B. If conditions will not allow time for students to be dismissed, students and staff will be assembled in predesignated shelter areas in each building.

#### FIRE

In the event a fire is detected within a school building, the following plan will be followed:

1. Sound the fire alarm.
2. The building will be evacuated according to the established plan.
3. Render first aid as necessary.
4. Notify the Fire Department.
5. Notify the Police Department.
6. Confine the fire by closing the door to the area involved.



7. Custodial staff and teachers trained in the use of fire extinguishers may fight small fires. Do not endanger life. Do not neglect to sound the alarm.
8. Notify utility companies of a break or suspected break in lines which might present an additional hazard.
9. Keep access roads open for emergency vehicles.
10. Take roll.
11. Notify the principal
12. Notify the superintendent.
13. Students and staff should not return to the school until fire department officials declare the area safe.
14. In the event of a fire near the school, the principal shall determine which of the foregoing instructions are required.

Fire drills will be conducted in accordance with the School Code of Illinois.

#### UTILITY EMERGENCIES

Utility companies will be notified. If the emergency is prolonged, other buildings that are suitable and available for use in good or bad weather shall be used to conduct school temporarily. If none are available, the school must be closed until repairs can be made.

#### HAZARDOUS MATERIALS INCIDENT

1. Determine the need to leave the building.
2. Determine whether the students and staff should leave the school grounds.
3. If necessary to evacuate the area, move crosswind, never directly with or against the wind which may be carrying fumes.
4. Render first aid as necessary.



5. Notify the Fire Department.
6. Notify the Police Department.
7. Take roll.
8. Notify the superintendent.
9. The principal will direct further action as required. Students and staff must not return to the school until the fire department officials have declared the area to be safe.

#### SERIOUS INJURY OR ILLNESS

In case of serious injury or illness, the immediate concern is to aid the injured or sick student. After identification of injury or illness, the following procedures are to be used as general guidelines only:

1. Immediately contact the building principal.
2. The building principal will immediately attempt to contact the parents or legal guardian.
3. If available, obtain the assistance of the qualified first-aid person in the building.
4. The first-aid person and building principal shall determine the seriousness of the injury. Care and consideration must be taken in rendering assistance to the injured.
5. Based on the determination of the building principal, first-aid person, and parent, the injured may be taken to the hospital. Depending on the seriousness of injury, one of the following three procedures may be used to transport the injured to the hospital:
  - a. Parents - The parent will come to school and transport the injured in his/her personal car.
  - b. Teacher/Administrator/Health Aide - After confirming with parents, teacher/administrator/health aide may transport the injured to the hospital. Tell parents the nature of injury

and ask them to which hospital they would like their child taken.

- c. Ambulance Service - The building principal may obtain the services of an ambulance.
- d. In case of serious injury, call the office of the superintendent and notify them of the type of injury, seriousness, and status of situation.

### EMERGENCY CLOSINGS

The superintendent is empowered to close the district schools or to dismiss them early in the event of hazardous weather or other emergencies which threaten the health or safety of students and personnel. Such action is never to be taken lightly, for public education is one of the principle functions of the community and should be maintained at a normal level except in extreme circumstances. When this regularity of operation ceases, serious difficulties are caused and the welfare of children may be jeopardized. Schools may not properly be closed merely to avoid inconvenience. While it may be prudent, under certain circumstances, to excuse all students from attending school, to delay the opening hour, or to dismiss students early, the administration has the responsibility to see that as much of the administrative, supervisory, and operational activity is continued as may be possible. Therefore, if conditions affect only a single school, only that school shall be closed.

In making the decision to close schools, the superintendent or his or her designee shall consider many factors, including the following principle ones relating to the fundamental concern for the safety and health of children:

1. Weather conditions, both existing and predicted.
2. Driving, traffic, and parking conditions.
3. Actual occurrence or imminent possibility of any emergency condition which would make the operation of schools difficult or dangerous.
4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.
5. Time left in school day before normal closing of school. In most cases, the decision to close school must be made by 12:00 noon since drivers must be contacted, radio stations notified and local factories called.

BUILDINGS AND GROUNDS MANAGEMENT

The care, custody and safekeeping of all school property shall be the general responsibility of the superintendent. The superintendent shall be responsible for (a) the constant review of school building needs and, when a building program has been approved, for the supervision of new construction; (b) for maintenance of school property and for the operation of school plants; and (c) for employment of training of maintenance personnel. Within each individual school, the principal shall be responsible for the care and upkeep of the building and for the supervision of the school custodial services.

### BUILDINGS AND GROUNDS SECURITY

Buildings of the Edwards County Schools constitute one of the greatest investments of the school district. It is deemed in the best interest of the district to protect the investment adequately.

Security should mean not only maintenance of a secure (locked) building but protection from fire hazards and faulty equipment and safe practices in the use of electrical, plumbing, and heating equipment. The Board requires and encourages close cooperation with local police, fire, and sheriff's departments and with insurance company inspectors.

Access to school buildings and grounds outside of regular school hours shall be limited to personnel whose work requires it and to those groups and individuals authorized to use certain areas of the facilities. Such use shall be in keeping with the policies adopted by the Board for each building in the district. Such policies may vary somewhat from facility to facility.

Records and funds shall be kept in a safe place and under lock and key when required.

Protective devices designed to be used as safeguards against illegal entry and vandalism may be installed when appropriate to the individual situation.

**VANDALISM**

Every citizen of the district, students, and members of the police department are urged by the Board to cooperate in reporting any incidents of vandalism to property belonging to the district and the name(s) of the person or persons believed to be responsible. Each employee of the district shall report to the principal of the school every incident of vandalism known to him or her, and, if known, the names of those responsible.

The superintendent and principals are authorized to sign criminal complaints and to press the charges against perpetrators of vandalism against school property.

**AUTHORIZED USE OF SCHOOL-OWNED MATERIALS**

The use of school equipment and materials is left to the discretion of the administrator under whose charge the equipment and material is assigned. Proper controls shall be established to assure the lender's responsibility for, and return of, all such equipment and material.



### STUDENT TRANSPORTATION SERVICES

The major purpose of school transportation is to get pupils who live in excess of one and one half miles from school to school and back in an efficient, safe, and economical manner. Other purposes include the provision of transportation for academic field trips in direct support of the curriculum and transportation for support of the co-curricular program (athletics, music, drama, and the like).

Thses shall be the criteria for management of school transportation:

1. Adequacy: Does the program provide both necessary and sufficient transportation to and from school and for all other school programs?
2. Safety: Does the scheduling and operating of the program take into consideration hazards, potential dangers to pupils and all appropriate safeguards?
3. Economy: Is the program operated in the most efficient manner possible after considering the constraints imposed by the criteria of adequacy and safety?

The superintendent, working in conjunction with the principals, shall be responsible for scheduling all bus transportation, including the determination of routes, bus stops, rules, and regulations, and all other matters relative to the transportation program.



WALKERS AND RIDERS

Transportation will be furnished to all pupils whose place of residence is one and one-half miles or more from the school they are required to attend as measured by the most direct and usable route of travel.

Students living less than one and one-half miles from their attendance area as measured by the most direct and usable route of travel shall be furnished transportation if they pay the established fee set by the Board and if the established bus route does not have to be changed to pick said students up, and if the additional students do not overload the bus.

A student riding a portion of the semester will be charged the full semester fee. Said student will also be charged the full semester fee for riding one way only.

SCHOOL BUS SAFETY PROGRAM

The safety and welfare of student riders shall be the first consideration in all matters pertaining to transportation. Emergency evacuation drills shall be conducted regularly throughout the school term to thoroughly acquaint student riders with procedures in emergency situations.

All vehicles used to transport children shall be maintained in such condition so as to provide safe and efficient transportation service with a minimum of delays and disruption of such service due to mechanical or equipment failure. Buses shall be replaced at such intervals so as to provide good equipment at all times.

STUDENT CONDUCT ON SCHOOL BUSES

While the law requires the school district to furnish transportation, it does not relieve parents of students from the responsibility of supervision until such time as the child boards the bus in the morning and after the child leaves the bus at the end of the school day.

Once a child boards the bus--and only at that time--does he or she become the responsibility of the school district. Such responsibility shall end when the child is delivered to the regular bus stop at the close of the school day.

In view of the fact that a bus is an extension of the classroom, the School Board shall require children to conduct themselves on the bus in the manner consistent with established standards for classroom behavior.

In cases when a child does not conduct himself properly on a bus, such instances are to be brought to the attention of the building principal by the bus driver.

Children who become a serious disciplinary problem on the school bus may have their riding privileges suspended by the principal and/or superintendent. In such cases, the parents of the children involved become responsible for seeing that their children get to and from school safely.

SPECIAL USE OF SCHOOL BUSES

The school district shall furnish, at district expense, bus transportation for school sponsored activities.

Student Spectator Bus Trips. School buses may be used to transport student spectators and chaperones to various interschool functions provided the students pay in advance the established fee set by the Board.

Educational Field Trips. Transportation for field trips may be furnished at district expense or on a cost-sharing basis or upon actual cost of the trip by the students class or organization. Such cost shall be determined by the superintendent. Approval for a field trip shall be based on its educational value as it supports the established objectives of the district curriculum.

Other Special Uses. School buses may be used by other agencies upon specific approval of the superintendent and upon payment of actual costs involved for the trip.

### FOOD SERVICES MANAGEMENT

The school system shall operate a lunchroom in each school, which shall be under the supervision of the head cook. A head cook shall be assigned to each school.

Food services shall include hot lunches, through participation in the National School Lunch Program as the need for such are determined.

The School Board shall approve the prices set for school lunches.

As required for participation in the Nation School Lunch Program, the Board agrees to the following regulations:

1. That a "Type A" lunch be made available for students.
2. That free and reduced-price lunches be provided students who cannot afford to pay the price of the "Type A" lunch.

Students shall also be permitted to bring their lunches from home and to purchase beverages.

FREE AND REDUCED PRICE FOOD SERVICES

The district shall take part as feasible in the National School Lunch and other food programs which may become available to assure that all children in the district receive proper nourishment. In accordance with the guidelines for participation in these programs, and in accordance with the wishes of the School Board, no child who a teacher believes is improperly nourished shall be denied a free lunch, or other food, simply because proper application has not been received from his or her parents or guardian. District policy, in conformance with federal regulations, shall include the following:

Eligibility Criteria and Selection of Children. In selecting children to receive free and reduced price meals consideration will be given to children from families (a) with income below that established yearly by the state; (b) eligible to receive any form of public assistance or certified to participate in the government donated commodities or food stamp programs; and/or (c) unable to pay the full price in the judgment of officials designated to determine eligibility.

In making individual determinations and in providing the free or reduced price meals every effort shall be made to avoid overt identification to their peers of children receiving such meals. No child shall be required to work for a free or reduced price lunch.

1. The superintendent shall appoint the building principal to determine the individual children who are eligible for free or reduced price meals under the established criteria. All applications shall be reviewed by the approving officer and corroborative evidence sought, where necessary.
2. Application forms shall be available to parents or guardians of children who may request free or reduced price meals, and a file of applications and/or authorizations shall be maintained.
3. Each school shall maintain a system of collecting payments from paying children and accounting for free and reduced price meals in a manner which will protect the anonymity of children receiving free or reduced price meals.

Appeal. Any appeal from the decision of the approving officer shall be referred to the superintendent.

OFFICE SERVICES MANAGEMENT

Office services will be provided for two-fold purposes of expediting the ongoing business of the school district and of making the most effective use of staff time, including the time of teachers who are engaged by the Board to provide instruction and not perform routine office operations.



PRINTING AND DUPLICATING SERVICES  
(Copyright Protection)

All district personnel are assured that the complete facilities of the district are available to assist them in their educational assignments. These "complete facilities" include machines for the reproduction of the written and spoken word either in single or multiple copies. All personnel, both certified and classified, are reminded that unauthorized reproduction and/or use of copyrighted materials is illegal and unethical and are cautioned that violations of the copyright laws could result in criminal or civil suits.

For the protection of individual staff members and the district against legal redress for alleged violations of the copyright laws, the person making the reproduction must be certain that the action is within the law. When an individual is not certain, he or she should contact the head librarian in charge of the district's librarys.

DATA MANAGEMENT  
(Public Use of School Records)

The superintendent is hereby designated the custodian of all records, documents, writings, letters, memoranda, or other written, typed, copied, or developed materials possessed, assembled, or maintained by this school district.

1. All requests for public information are to be forwarded to the superintendent immediately upon receipt. The superintendent shall thereupon make a determination as to whether or not the information requested is public in nature.
2. If the superintendent finds the information to be public in nature, he or she shall direct that it be released for reproduction on the premises. The party requesting the information is to be charged the cost of reproduction and any other expenses entailed in locating and retrieving the information. If the information is in active use or otherwise unavailable, the party requesting the information will be notified immediately upon its becoming available.
3. If the superintendent finds the information not to be public in nature, he or she shall so inform the requesting party and shall for no reason release such information.
4. If the superintendent is unable to ascertain whether or not the information requested is public in nature, he or she is hereby authorized to request, on behalf of the school board, an opinion from the Board's attorney, or the legal section of the Illinois Association of School Boards, and/or the Illinois Association of School administrators and/or the Illinois Office of Education. The person requesting such material shall be notified immediately on receipt of an answer.

### INSURANCE MANAGEMENT

The Board has the responsibility to maintain an adequate insurance program to protect the property of the district against fire, vandalism, theft; to protect the Board members and employees against general liability resulting from the discharge of their duties; and to offer protection against injury for all employees while acting in behalf of the school. The Board may also authorize and participate in an insurance program of hospitalization and medical insurances for students and employees.

The responsibility of administering the total insurance program shall be delegated to the superintendent and the administrative staff. Underlying such administrative delegation, there will first be prepared for review and approval, specifications for insurance coverage of various types so that the insurance may be placed by competitive bid. Any modification of these specifications which may from time to time be considered necessary because of changes in the law or substantial changes in the district's exposure values will be brought before the Board for discussion and adoption.

SECTION F: FACILITIES DEVELOPMENT		
Policy	Rule	Exhibit
Consult <b>The School Administrator's Guide to the EPS/NSBA System</b> . 1975 revised edition, for a full explanation of the codes and descriptors which follow. Use the checklist to record the contents of your own district policy manual. Your checkmarks will indicate which descriptors are covered in your manual.		
x		FA Facilities Development Goals
		FAA Facilities Development Priority Objectives
x		FB Facilities Planning
x		FBA Facilities Planning Advisers
		FBB Enrollment Projections
		FC Facilities Capitalization Program
x		FD Bond Campaigns (Also KBE)
		FE Facilities Construction
		FEA Educational Specifications
		FEB Selection of Architect
		FEC Facilities Development Plans and Specifications
		FECA Site Plans and Specifications
		FECB Construction Plans and Specifications
		FECC Equipment Plans and Specifications
		FED Construction Cost Estimates and Determinations
		FEE Site Acquisition Procedure
x		FEF Construction Contracts Bidding and Awards
		FEFA Contractor's Fair Employment Clause
		FEFB Contractor's Affidavits and Guarantees
		FEG Supervision of Construction
		FEH Construction Project Insurance Program
		FEI Construction Project Records and Reports
		FF Naming New Facilities
		FFA Memorials
		FFB Names on Building Plaques
x		FG Board Inspection and Acceptance of New Facilities
		FH Staff Orientation to New Facilities
		FI Public Dedication of New Facilities
x		FJ Temporary School Facilities
		FK Facilities Renovations
x		FL Retirement of Facilities
		SN <i>The policy concerning the determination of facilities obsolescence and the deployment of staff and students to other facilities.</i>

### FACILITIES DEVELOPMENT GOALS

Two general types of facilities are constructed and utilized by the district, those for use in the instructional program and those for other purposes, such as administration and ancillary services. Buildings used for instruction constitute one of the most important resources of instruction. Their adequacy of space and their specific design features either contribute to or detract from the quality and scope of learning. Priority in the development of facilities shall be based on identified educational needs and on programs developed to meet those needs.

The latest and best information and ideas regarding educational facilities shall be utilized for planning within the district. With a view to achieving the district's central purpose of high quality education, and acting also with fiscal responsibility, the district shall strive not for the cheapest but for the most economical construction which adequately meets requirements for quality education, safety, durability, maintenance, insurance and flexibility.

The Board establishes these broad goals for development:

1. To integrate facilities planning with other aspects of planning in a comprehensive program of educational problem-solving.
2. To base educational specifications for school buildings on identifiable learner needs.
3. To design for sufficient flexibility to permit program modification or the installation of new programs.
4. To design school buildings as economically as feasible, providing that learner needs are effectively and adequately met by the design.
5. To involve the community, local school staff, available experts, and the latest in related current developments and research in building plans and specifications.
6. To design school buildings for maximum potentiality for community use.

FACILITIES PLANNING

It is the responsibility of the Board of Education to develop and implement plans for the district that will meet the educational requirements of the community both today and into the future.



### FACILITIES PLANNING ADVISORS

The architects shall advise the administration and Board on the phases of the program for which they have technical training and experience.

The architects perform other functions as follows:

1. They shall translate the educational program for which the facilities are needed into building design and specifications.
2. They shall advise the Board on letting of contracts.
3. They shall recommend approval and acceptance of completed facilities.
4. They shall supplement their services, when necessary, by consulting specialists such as landscape architects, heating, ventilating, electrical, structural, and acoustical engineers.

### STAFF INVOLVEMENT IN PROJECT PLANNING

Arrangements will be made by the superintendent, working through principals and other administrators, for the school staff to contribute in the planning of new school buildings. Teachers will be given opportunity to submit suggestions for possible inclusion in the educational specifications.

### COMMUNITY INVOLVEMENT IN PROJECT PLANNING

It is the policy of the Board (when deemed feasible) to enlist citizens to serve on advisory committees for making recommendations on the need for new school facilities and on the types of facilities most appropriate.

Such committees shall report their recommendations to the Board, and the Board alone shall have authority to act on them.

A committee will be discharged upon the Board's acceptance of its report.

### EDUCATIONAL SPECIFICATIONS

Additional specifications for new school facilities shall be developed by the superintendent with the full participation of the professional staff. Consultants shall be utilized when deemed necessary by the superintendent and approved by the Board.

Educational specifications are a detailed description of: (1) all the activities that will take place in the building; (2) the curriculum to be housed; (3) specific architectural characteristics desired; (4) the facilities needed, their equipment requirements and their space relationship to other facility elements; and (5) pertinent budget and other governing factors. An introductory section also should be devoted to a brief description of the community and the educational philosophy of the school district.

The preparation of educational specifications serves a two-fold purpose:

To clarify and consolidate the thinking of the administration, the Board, and the community on the needs, desires, and objectives of the educational program to be conducted within the proposed new building, and to organize this important information in a manner that can be easily and clearly interpreted by the architect.

The persons involved in developing educational specifications should include the Board, which adopts policies, approves final specifications, employs the architect, and provides the budget; the superintendent, who provides administrative leadership, interpretation, and evaluation; principals, teachers, and other professional staff personnel, and when deemed necessary, representative students and citizens, and the architect.



BOND CAMPAIGNS

While the Board may, and should, provide the public with information on school building needs, it may not use district funds to advocate "yes" votes on bond issues.

It is the policy of the Board to activate a Citizens Advisory Committee to examine building needs in advance of any building program so that the Committee may make its findings known both to the Board and to the public.

As the need for bond issue support arises, a Citizens Committee for Better Schools may be encouraged for the purpose of promoting the passage of the bond issue and collecting funds needed for such promotion.

CONSTRUCTION CONTRACTS, BIDDING AND AWARDS

The contract for the successful bidder shall be deemed as having been awarded when the Board has taken action at a regular or special meeting. The awardee shall receive formal notice of the awarding of the contract as well as the architect.

In awarding the contract, the architect shall prepare the contracts in accordance with the policies of the Board and the provisions as set forth in the plans and specifications.

BOARD INSPECTION AND ACCEPTANCE OF COMPLETED PROJECT

It shall be the policy of the Board that the acceptance of new construction be withheld until all details are complete and the buildings are certified as complete by the superintendent and the architect.

TEMPORARY SCHOOL FACILITIES

Because rented facilities are likely to be inadequate in many cases for public school purposes, it is the aim of the Board to have sufficient facilities to meet the needs of school enrollment and the school program. If, however, circumstances require space not available in public school building, facilities will be rented if available.

### RETIREMENT OF FACILITIES

As population matures or shifts within the school district, certain school buildings and campuses may no longer be needed and should be recycled for the benefit of the public which originally acquired the property. In determining which facility is to be retired for school purposes, the Board will be guided by this combination of factors:

1. Educational Flexibility. Which school building is least adaptable for housing a modern and flexible educational program?
2. Neighborhood. Which school building is most isolated in terms of proximity to the residences of students?
3. Cost. Which school building represents the highest cost in terms of upkeep and maintenance?

The Board will seek both professional advice and the advice of the community in making its final determination as to the retirement of any school facility.

## SECTION G: PERSONNEL

Consult **The School Administrator's Guide to the EPS/NSBA System**, 1975 revised edition, for a full explanation of the codes and descriptors which follow. Use the checklist to record the contents of your own district policy manual. Your checkmarks will indicate which descriptors are covered in your manual.

Policy

Rule

Exhibit

X

GA Personnel Policies Goals  
GAA Personnel Policies Priority Objectives

### GB General Personnel Policies

*SN This term does not call for a policy. Its purpose is to establish a category for the GB group of descriptors which follow and which pertain, for the most part, to all employees.*

X

GBA Equal Opportunity Employment

X

GBB Staff Involvement in Decisionmaking (Also ABB)

X

GBC Staff Ethics

X

GBCA Staff Conflicts of Interest

X

GBCB Staff Conduct

X

GBD Board-Staff Communications (Also BG)

X

GBE Staff Health and Safety

X

GBEA Staff Protection

*SN The policy intended to protect staff members against physical and/or psychological abuse from any quarter.*

GBF Staff Participation in Community Activities (Also KE)

X

GBG Staff Participation in Political Activities

X

GBH Staff-Student Relations (Also JM)

GBI Staff Gifts and Solicitations

*SN The policy relating to the giving of gifts to or by staff members and solicitations, such as charity appeals, by or from staff members and staff organizations. See also JL, Student Gifts and Solicitations.*

GBJ Staff Funds Management

*SN Pertains to special funds such as "sunshine" funds which do not involve school moneys.*

GBK Smoking on School Premises by Staff Members

X

GBL Personnel Records

GBM Staff Complaints and Grievances

## SECTION G: PERSONNEL

(Continued)

Policy	Rule	Exhibit	
x			GC <b>Professional Staff</b> <i>SN This term does not call for a policy. Its purpose is to establish a category for policies which apply to teachers and other professional employees including administrators below the level of the superintendent.</i>
x			GCA Professional Staff Positions <i>SN The policy concerning the establishment of professional staff positions (i.e., job titles) and job description requirements. If actual job descriptions are considered policy, they are to be filed as subcategories—GCAA, GCAB, GCAC, etc.</i>
x			GCB Professional Staff Contracts and Compensation Plans
x			GCBA Professional Staff Salary Schedules
			GCBA A Professional Staff Merit System
			GCBB Professional Staff Supplementary Pay Plans
x			GCBC Professional Staff Fringe Benefits
			GCBD Professional Staff Leaves and Absences
			GCBE Professional Staff Vacations and Holidays
x			GCC Professional Staff Recruiting
x			GCCA Posting of Professional Staff Vacancies
x			GCD Professional Staff Hiring
x			GCE Part-Time and Substitute Professional Staff Employment
			GCEA Arrangements for Professional Staff Substitutes
			GCF Professional Staff Orientation
			GCG Professional Staff Probation and Tenure
			GCH Professional Staff Seniority
x			GCI Professional Staff Assignments and Transfers
x			GCJ Professional Staff Time Schedules
x			GCK Professional Staff Work Load
x			GCKA Professional Staff Extra Duty
			GCKB Professional Staff Meetings
			GCL Professional Staff Development Opportunities <i>SN The policy concerning the district's inservice educational program for professional employees.</i>
			GCLA Professional Staff Visitations and Conferences <i>SN The policy concerning attendance by professional staff members at meetings, workshops, conventions, and the like outside the school district on school time.</i>

## SECTION G: PERSONNEL

(Continued)

Policy

Rule

Exhibit

x		GCM	Supervision of Professional Staff
x		GCN	Evaluation of Professional Staff (Also AFC)
x		GCO	Professional Staff Promotions
		GCP	Professional Staff Termination of Employment
x		GCPA	Reduction in Professional Staff Work Force
x		GCPB	Resignation of Professional Staff Members
x		GCPD	Retirement of Professional Staff Members
x		GCPD	Suspension and Dismissal of Professional Staff Members
		GCQ	Miscellaneous Professional Staff Policies
			<i>SN This term does not call for a policy. Its purpose is to establish a category.</i>
x		GCQA	Nonschool Employment by Professional Staff Members
		GCQAA	Professional Staff Consulting Activities
			<i>SN The policy pertaining to consulting activities carried on outside the school district.</i>
		GCQAB	Tutoring for Pay
		GCQB	Professional Research and Publishing
			<i>SN The policy concerning the Board's interest in the research and publishing activities of professional staff members, particularly when such activities involve school time, school facilities, or data derived from the staff member's work in the school district.</i>
		GCQC	Exchange Teaching
x		GCQD	Professional Organizations
			<i>SN The policy concerning which memberships for professional staff members the Board will encourage or support.</i>



## SECTION G: PERSONNEL

(Continued)

Policy	Rule	Exhibit	
x			<b>GD Support Staff</b> <i>SN This term does not call for a policy. Its purpose is to establish a category for policies which apply to such employees as clerks, custodians, bus drivers, and others who are not covered by provisions of the GC group of policies.</i>
x			<b>GDA Support Staff Positions</b> <i>SN The policy concerning the establishment of support staff positions (i.e., job titles) and job description requirements. If actual job descriptions are considered policy, they are to be filed as subcategories—GDAA, GDAB, GDAC, etc.</i>
x			<b>GDB Support Staff Contracts and Compensation Plans</b>
x			<b>GDBA Support Staff Salary Schedules</b>
			<b>GDBAA Support Staff Merit System</b>
			<b>GDBB Support Staff Supplementary Pay Plans</b>
x			<b>GDBC Support Staff Fringe Benefits</b>
x			<b>GDBD Support Staff Leaves and Absences</b>
x			<b>GDBE Support Staff Vacations and Holidays</b>
			<b>GDC Support Staff Recruiting</b>
			<b>GDCA Posting of Support Staff Vacancies</b>
x			<b>GDD Support Staff Hiring</b>
			<b>GDE Part-Time and Substitute Support Staff Employment</b>
			<b>GDEA Arrangements for Support Staff Substitutes</b>
			<b>GDF Support Staff Orientation</b>
			<b>GDG Support Staff Probation and Tenure</b>
			<b>GDH Support Staff Seniority</b>
			<b>GDI Support Staff Assignments and Transfers</b>
			<b>GDJ Support Staff Time Schedules</b>
			<b>GDK Support Staff Work Load</b>
			<b>GDKA Support Staff Extra Duty</b>
			<b>GDKB Support Staff Meetings</b>
			<b>GDL Support Staff Development Opportunities</b> <i>SN The policy concerning the district's inservice educational program for support staff.</i>
			<b>GDLA Support Staff Visitations and Conferences</b> <i>SN The policy concerning attendance by support staff members at meetings, workshops, conventions, and the like outside the school district on school time.</i>

## SECTION G: PERSONNEL

(Continued)

Policy

Rule

Exhibit

x

GDM

Supervision of Support Staff

x

GDN

Evaluation of Support Staff (Also AFD)

x

GDO

Support Staff Promotions

GDP

Support Staff Termination of Employment

GDPA

Reduction in Support Staff Work Force

x

GDPB

Resignation of Support Staff Members

x

GDPC

Retirement of Support Staff Members

GDPD

Suspension and Dismissal of Support Staff Members

GDQ

Miscellaneous Support Staff Policies

*SN This term does not call for a policy. Its purpose is to establish a category.*

GDQA

Nonschool Employment by Support Staff Members

### PERSONNEL POLICIES GOALS

The personnel employed by the district constitute the most important resource for effectively conducting a quality learning program. Important contributions to a successful education program are made by all staff members. The district's program will function best when it employs highly qualified personnel, conducts appropriate staff development activities, and establishes policies and working conditions which are conducive to high morale and which enable each staff member to make the fullest contribution to district programs and services.

The goals of the district's personnel program shall include the following:

1. To develop and implement those strategies and procedures for personnel recruitment, screening, and selection which will result in employing the best available candidates, i.e., those with highest capabilities, strongest commitment to quality education, and greatest probability of effectively implementing the district's learning program.
2. To develop general deployment strategy for greatest contribution to the learning program, and to utilize it as the primary basis for determining staff assignments.
3. To develop a climate in which optimum staff performance, morale, and satisfaction are produced.
4. To provide positive programs of staff development designed to contribute both to improvement of the learning program and to each staff member's career development aspirations.
5. To provide for genuine team approach to education, including staff involvement in planning, decisionmaking, and evaluation.
6. To provide attractive compensation and benefits as well as other provisions for staff welfare.
7. To develop and utilize for personnel evaluation positive processes which contribute to the improvement of both

staff capabilities and the learning program.

### EQUAL OPPORTUNITY EMPLOYMENT

It is the policy of this district to provide, through a positive and effective affirmative action program, equal opportunities for employment, retention, and advancement of all people regardless of race, color, creed, national origin, political affiliation, or sex. Furthermore, it is the goal of this affirmative action program to achieve a racial and ethnic balance among district employees that reflects the composition of the total student population of the district.

The purpose of this policy is to accomplish the following:

1. To provide all students with an opportunity to relate to and learn with members of various racial and ethnic backgrounds and to increase knowledge and enhance intercultural understanding.
2. To have adult success models representative of the student body in terms of race, sex, and ethnic background.
3. To insure equal opportunities for the employment, promotion, and transfer of all persons.

This Board encourages all personnel in the Edwards County School District to assist in the accomplishment of this goal through their personal commitment to the concept of equal opportunity for all people regardless of race, creed, color, national origin, political affiliation, or sex.

Therefore, this Board establishes a program of affirmative action in order to insure that all personnel policies relevant to recruitment, employment, and promotions of employees of the Edwards County School District will provide equal opportunities for all persons in order to achieve these goals.

#### Equal Employment Opportunity

In the event of the contractor's non-compliance with any provision of this Equal Employment Opportunity Clause, the Illinois Fair Employment Practices Act or the Fair Employment Practices Commission's Rules and Regulations for Public Contracts, the contractor may be declared non-responsible



and therefore ineligible for future contracts or subcontracts with the State of Illinois or any of its political subdivisions or municipal corporations and the contract may be cancelled or avoided in whole or in part and such other sanctions or penalties may be imposed or remedies invoked as provided by statute or regulation.

During the performance of this contract, the contractor agrees as follows:

1. That it will not discriminate against any employee or applicant for employment because of race, color, religion, sex, national origin or ancestry; and further that it will examine all job classifications to determine if minority persons or women are underutilized and will take appropriate affirmative action to rectify any such underutilization.
2. That, if it hires additional employees in order to perform this contract, or any portion hereof, it will determine the availability (in accordance with the Commission's Rules and Regulations for Public Contracts) of minorities and women in the area(s) from which it may reasonably recruit and it will hire for each job classification for which employees are hired in such a way that minorities and women are not underutilized.
3. That, in all solicitations or advertisements for employees placed by it or on its behalf, it will state that all applicants will be afforded equal opportunity without discrimination because of race, color, religion, sex, national origin or ancestry.
4. That it will send to each labor organization or representative of workers with which it has or is bound by a collective bargaining or other agreement or understanding, a notice advising such labor organization or representative of the contractor's obligations under the Illinois Fair Employment Practices Act and the Commission's Rules and Regulations for Public Contracts. If any such labor organization or representative fails or refuses to cooperate with the contractor in its efforts to comply with such Act and Rules and Regulations, the contractor will promptly so notify the Illinois Fair Employment Practices Commission and the contracting

agency and will recruit employees from other sources when necessary to fulfill its obligations thereunder.

5. That it will submit reports as required by the Illinois Fair Employment Practices Commission's Rules and Regulations for Public Contracts, furnish all relevant information as may from time to time be requested by the Commission or the contracting agency, and in all respects comply with the Illinois Fair Employment Practices Act and the Commission's Rules and Regulations for Public Contracts.
6. That it will permit access to all relevant books, records, accounts and work sites by personnel of the contracting agency and the Illinois Fair Employment Practices Commission for purposes of investigation to ascertain compliance with the Illinois Fair Employment Practices Act and the Commission's Rules and Regulations for Public Contracts.
7. That it will include verbatim or by reference the provisions of paragraphs 1 through 7 of this clause in every performance subcontract as defined in Section 2.10 (b) of the Commission's Rules and Regulations for Public Contracts so that such provisions will be binding upon every such subcontractor; and that it will also so include the provisions of paragraphs 1, 5, 6 and 7 in every supply subcontract as defined in Section 2.10 (a) of the Commission's Rules and Regulations for Public Contracts so that such provisions will be binding upon every such subcontractor. In the same manner as with other provisions of this contract, the contractor will be liable for compliance with applicable provisions of this clause by all its subcontractors; and further it will promptly notify the contracting agency and the Illinois Fair Employment Practices Commission in the event any subcontractor fails or refuses to comply therewith. In addition, no contractor will utilize any subcontractor declared by the Commission to be nonresponsible and therefore ineligible for contracts or subcontracts with the State of Illinois or any of its political subdivisions or municipal corporations.

With respect to the two types of subcontracts referred to under paragraph 7 of the Equal Employment Opportunity Clause above, following is an excerpt of Section 2 of the

**FEPC's Rules and Regulations for Public Contracts:**

**"Section 2.10. The term "Subcontract" means any agreement, arrangement or understanding, written or otherwise, between a contractor and any person (in which the parties do not stand in the relationship of an employer and an employee):**

- (a) for the furnishing of supplies or services or for the use of real or personal property, including lease arrangements, which, in whole or in part, is utilized in the performance of any one or more contracts; or**
- (b) under which any portion of the contractor's obligation under any one or more contracts is performed, undertaken or assumed."**

**Sex Discrimination In Education**

In compliance with the Federal regulation for Title IX, approved by the United States government July 21, 1975, and in compliance with House Bill 2153 adopted by the General Assembly of Illinois which amends the School Code of Illinois signed into law August 21, 1975, the following policy statement is adopted:

- A. No person in the Edwards County Community Unit School District #1 shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity of the district on the basis of sex.**
- B. In the event of any grievance by any student, parent, or employee regarding sex discrimination, the following procedure is outlined:**
  - 1. The complainant will notify the principal who will investigate any non-compliance with the state policy.**
  - 2. In the event that a satisfactory solution is not reached, the matter will be referred to the district superintendent by the principal, the complainant, or by mutual decision of both parties.**
  - 3. If a solution cannot be reached at this level, the**



problem will be referred to the Board of Education for review and resolution.

4. All grievances and all subsequent procedures will become a matter of record.
- C. The principal will devise suitable means of dissemination of information regarding policy and procedures to all persons immediately concerned with the school district.

STAFF INVOLVEMENT IN DECISIONMAKING

It shall be the policy of the Board to encourage employee participation in decisionmaking for the school district in the areas where they are most directly involved. The superintendent is authorized to establish such committees as necessary to recommend policies and rules for the proper functioning of the district.

In the development of rules, regulations, and arrangements for the operation of the school system, the principals and superintendent should include at the planning stage whenever feasible those employees who will be affected by such provisions.

The superintendent shall evolve with professional and non-professional employees channels for the ready intercommunication of ideas and feelings regarding the operation of the schools. He shall weigh with care the counsel given by employees, especially that given by groups designated to represent large segments of the staff, and shall inform the Board of all such counsel in presenting reports of administrative action and in presenting recommendations for Board action.

### STAFF ETHICS

An effective educational program requires the services of men and women of integrity, high ideals, and human understanding. To maintain and promote these essentials, all employees of the Edwards County School District are expected to maintain high standards in their school relationships. These standards include the following:

The maintenance of just and courteous professional relationships with pupils, parents, staff members, and others.

The maintenance of their own efficiency and knowledge of the developments in their fields of work.

The transaction of all official business with the properly designated authorities of the school system.

The establishment of friendly and intelligent cooperation between the community and the school system.

The representation of the school system on all occasions that the contributions of the school system to the community are recognized.

The placement of the welfare of children as the first concern of the school system, thus appointments to positions and promotion must be based solely on merit. The use of pressure on school officials for appointment or promotion is unethical.

Restraint from using school contacts and privileges to promote partisan politics, sectarian religious views, or selfish propaganda of any kind.

Directing any criticism of other staff members or of any department of the school system toward the improvement of the school system. Such constructive criticism is to be made directly to the particular school administrator who has the administrative responsibility for improving the situation and then to the superintendent if necessary.

The proper use and protection of all school properties, equipment, and materials.

STAFF CONFLICTS OF INTEREST

No employees of the Edwards County Board shall engage in or have a financial interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his or her duties and responsibilities.

Employees shall not engage in work of any type where the source of information concerning customer, client, or employer originates from any information obtained through the school system.

STAFF CONDUCT

The Board expects employees to enforce a standard of personal conduct in the school buildings and on school grounds which shall be above reproach and which shall contribute to a high morale in the school and a wholesome school reputation.

## BOARD-STAFF COMMUNICATIONS

The Board desires to maintain open channels of communication between itself and the staff. The basic line of communication will, however, be through the district superintendent.

### Staff Communications to the Board

Communications, requests, or reports to the Board or any Board committee from school personnel should in most cases be submitted through the administration. In all cases, the superintendent shall be notified of any request or intent of school personnel to meet with the Board or committee, and the purpose of the meeting. The superintendent shall then place the item on the Board or committee agenda.

### Board Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the superintendent and principals.

### Visits to Schools

Individual Board members interested in visiting schools or classrooms should make arrangements for visitations through the principals of the various schools. Such visits shall be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by Board members will be carried on only under Board authorization and with the full knowledge of staff, including the superintendent and principals.

### Social Interaction

Staff and Board members share a keen interest in the schools and in education generally, and it is to be expected that when they meet at social affairs and other function, they may informally discuss such matters as educational trends, issues, and innovations and general school district problems. However, staff members are reminded that individual Board members have no special authority excepting when they are convened at a legal meeting of the Board or vested with special

authority by Board action. Therefore, discussions by either party of personalities or personnel grievances should be avoided.

STAFF PROTECTION

The school district will be vigorous in its protection of all employees from physical and/or psychological abuse.

Any employee who is threatened with harm is to notify his or her principal immediately, and steps are to be taken at once to protect the employee's safety.

Further, the school district shall protect its employees through a comprehensive liability insurance program, and the school district shall hold harmless and defend any district employee from claims for damages caused or alleged to have been caused in whole or in part by that employee while performing assigned duties as an employee of the district under the provisions of the district's liability policy, whether or not that person is employed by the district at the time the claim is made, provided that the district shall not be obligated to assume any costs or judgments held against the employee when such damages are proved to be due to the employee's willful negligence, violation of law, or criminal act as determined by a court of law.



### STAFF PARTICIPATION IN POLITICAL ACTIVITIES

The Board recognizes that employees of Edwards County School District #1 have the same fundamental civic responsibilities and privileges as other citizens. Among these are campaigning for an elective public office and holding an elective or appointive public office.

Any employee who intends to campaign for an elective public office shall notify the superintendent in writing at the earliest possible moment of the office in which he or she intends to seek, together with the decision as to whether he or she wishes to continue employment and under what terms and conditions.

In connection with campaigning, no employee shall use school system facilities, equipment, or supplies, nor shall the employee discuss the campaign with school personnel during the work day; nor shall the employee use any time during the working day for campaigning purposes.

Upon request, the superintendent will meet with and discuss these matters with the employee involved, and will present a proposed solution to the Board for consideration. The essential element to be determined by the Board is whether the activities proposed by the employee are consistent with his or her services to the district and the best interests of education.

The Board shall determine the terms and conditions under which the employee may continue his or her employment as he or she seeks or holds such elective office.

### STAFF-STUDENT RELATIONS

Staff members shall be expected to regard each student as an individual and to accord each the rights and respect due any individual. The role of staff shall be seen as resource persons, aides, leaders and guides in the learning processes. Staff members shall provide for the fullest self-determination by each student in regard to his or her learning program, consistent with district and local goals and with optimum opportunities for all students. Students shall be treated with courtesy and consideration. Neither insults nor sarcasm should be used before a student's peers as a way of forcing compliance with a staff member's requirements or expectations.

Each student is urged to regard staff members as people with specific knowledge and capabilities which can be well utilized to advance the student's own knowledge and development.

Students shall be expected to regard staff members as individuals, employed to provide direct or indirect contributions to learning. While students are to have considerable latitude in making choices for themselves, they shall be required to respect the right of staff members (and other students, as well) and interference with those rights shall not be condoned. No student shall have the right to interfere with the efforts of instructional staff to coordinate or assist in learning, to disseminate information for purposes of learning, or to otherwise implement a learning program. Nor shall a student have the right to interfere with the motivation to learn or the learning activities and efforts of other students.

### PERSONNEL RECORDS

The school administration shall maintain a personnel file in the office of the superintendent for each teacher and administrator it employs.

The file may include complaints against and commendations of the teacher and administrator, written suggestions for corrections and improvements, and evaluation reports made by the administration.

The file shall include certificates, credentials, health certificates, transcripts, pre-employment references (if any), and a district application form.

No complaint, commendation, suggestion, or evaluation may be placed in the evaluation file, however, unless it meets the following requirements:

1. The comment(s) is signed by the person making the complaint, commendation, suggestion, or evaluation, and
2. The superintendent or teacher's principal has notified the teacher by letter or in person that the comment is available in the superintendent's office for inspection prior to its placement in the teacher or administrator's evaluation section.

The teacher may offer a denial or explanation of the complaint, commendation, suggestion, or evaluation, and any such denial or explanation shall become a part of the teacher's evaluation section.

General Access to the Teacher's Personnel File. Access to a teacher or administrator's file may be given to the following persons without their consent:

1. The superintendent, the teacher's principal and the school board if it relates to their duties or responsibilities as a Board member or administrator.
2. A hearing officer, if requested, due to teacher dismissal hearings if one is held. The holding of such a meeting and the procedures followed shall be in keeping with Section 24:12 of the Illinois School Code.

No other person may have access to a teacher's personnel file except under the following circumstances:

1. When the teacher gives written consent to the release of his or her records. The written consent must specify the records to be released and to whom they are to be released. Each request for consent must be handled separately; blanket permission for release of information shall not be accepted.
2. When subpoenaed or under court order.

Teacher's Access to His or Her Personnel File. A teacher may have access to his or her own personnel file at all reasonable times, i.e., during regular school hours. The right to access includes the right to make written objections to any information contained in the file. Any written objection must be signed by the teacher and it shall become part of the personnel file.

Records Management. The superintendent shall be the records manager for teacher personnel files and shall have the overall responsibility for maintaining and preserving the confidentiality of teacher personnel files.

**PROFESSIONAL STAFF**

Professional staff in the Edwards County Schools refers to all certificated individuals employed in a position requiring certification.

PROFESSIONAL STAFF POSITIONS

1. Professional staff shall be required to meet all obligations imposed by law before receiving compensation for their services. These are:
  - a. Hold a valid certificate registered in Edwards-Wabash-Wayne-White Educational Service Region. Any exceptions must be with the approval of the State Office and the Board of Education.
  - b. File a current transcript of all college credits.
  - c. File the results of a current TB test.
  - d. Employees new to the district shall furnish evidence of physical fitness to perform assigned duties and of freedom from communicable diseases. Such evidence shall be based upon examination made by a licensed physician not more than 90 days prior to presentation of such evidence.
2. The Board may require evidence of physical fitness from all employees and may designate the physician. If the Board designates the physician the district shall pay for the examination.



## PROFESSIONAL STAFF CONTRACTS AND COMPENSATION PLANS

The Board recognizes that compensation plans---which include and adequate base salary, salary incentives, and employee benefits---are necessary to attract and retain well-qualified and able men and women to manage the school district well and to deliver quality educational services. It is the Board's intent to review all compensation plans annually with representatives of the district's professional staff employees.

### Contracts

In addition to any master agreement which the Board may enter into with professional (bargaining/negotiating/meet-and-confer) organizations, the Board will also enter into individual one-year and continuing contracts with each member of the professional staff. These contracts shall describe the general services to be rendered by the employee in return for financial and other considerations. Additionally, the employee's job description, specifying the more specific performance responsibilities of the contracted position and the mode of evaluating performance becomes a part of the contract. Terms and conditions of contracts with professional staff members are to conform with the requirements of statutes and the State Board of Education.

Note: Actual contracts will be provided only to the non-tenure staff members; said contracts for first and second year teachers are to be signed and returned to the Superintendent's Office within 60 days of the date signed by the Board. Contracts for tenure staff members are not issued annually as it is accepted general procedure that such contractual continued service is continued unless said personnel has been legally notified by the Board of its intentions to terminate said employment.

Refer to GCPA

PROFESSIONAL STAFF SALARY SCHEDULES

The salary schedule approved by the Board for any year becomes the basis of pay.

In filing evidence of additional course credits, teachers desiring salary increases, because of additional course credits must file with the superintendent, no later than three weeks after the beginning of the subsequent school term only. Evidence of course work must be in the form of an official transcript placed on file in the Unit Office. No adjustment will be made during the year. Any exception to this section must be approved by the Board of Education.



PROFESSIONAL STAFF FRINGE BENEFITS

Benefits in addition to the basic salary are recognized as an integral part of total compensation.

It is the policy of the Edwards County Board that provision for appropriate fringe benefits such as sick leave and personal leave, shall be included in the compensation schedule and that retirement benefits, and insurance be provided as authorized by law.

This policy will promote a sense of security, which will permit an ease of mind so essential for the best in teaching or other service as as agreed between the Board of Education and the staff as a result of negotiations between the two parties.

The Central Office will administer such retirement plans, health and accident insurance, and/or annuity programs as the Board may authorize.

Assistance from committees or representatives of organized groups will be utilized whenever possible.

PROFESSIONAL STAFF SICK LEAVE

On the first day of school each year a total of ten (10) days sick leave will be granted each full time faculty member for the academic year. Each full time faculty member shall accumulate a total of 120 days with pay, including the leave of the current year. Sick leave shall be interpreted to mean personal illness, quarantine at home, serious illness or death in the immediate family or household. Immediate family means the mother, mother-in-law, father, father-in-law, spouse, son, daughter, brother, sister, grandparents, grandchildren, son-in-law, or daughter-in-law of the employee, or any relation living in the immediate household of the employee.

PROFESSIONAL STAFF PERSONAL LEAVE

Members of the professional staff may apply for one (1) day's leave each year which they may use for personal reasons. Applications for such leave should be made to and approved by the principal 48 hours prior to the time said leave is desired. A maximum of two people will be allowed to take personal leave from each building on any one particular day. Personal leave will not be granted in any periods of time less than one-half day. Unless in extreme emergencies, leave will not be granted the first two weeks of school, the last two weeks of school, days immediately before school holidays and days immediately after school holidays.

PROFESSIONAL STAFF LEAVE FOR REQUIRED COURT APPEARANCE

No deductions in salary will be made for any professional employee ordered to appear in court as a witness or as a member of a jury. Any compensation for such court appearance shall accrue to the school district.

PROFESSIONAL STAFF LEAVE OF ABSENCE

Leaves of absence will be granted or refused on an individual basis by the Board after investigations by and recommendations of the administration.

PROFESSIONAL STAFF RECRUITING

The Edwards County Board of Education and the administrative personnel realize that a sound educational system cannot be built and maintained without definite procedures for the recruitment of personnel.

1. The quality of the educational program in any school system is dependent upon the employment and retention of high calibre professional personnel.
2. All currently employed professional personnel share a common responsibility for the procurement of the type of staff needed. They are expected to help in every way possible and specifically by making the system aware of outstanding prospects at every opportunity.
3. Teacher recruitment is the responsibility of the administrative staff.
4. First consideration will be given to those applicants seeking permanent rather than temporary employment.
5. All professional personnel selected for employment must be recommended by the superintendent and approved by the Board of Education.

POSTING OF PROFESSIONAL STAFF VACANCIES

Along with other efforts to recruit the best possible applicants for vacant or newly created positions, notices shall be posted of all such vacancies or created positions as they occur in all school buildings and sent to the Edwards County Teachers Association. During the summer vacation, such notices will be mailed to the president of the Association.

PROFESSIONAL STAFF HIRING

Employees of the Edwards County Community Unit District #1 shall be appointed upon the recommendation of the superintendent. Should a person nominated by the superintendent be rejected by the Board, it shall be the duty of the superintendent to make another nomination.

It shall be the duty of the superintendent of the district to see that persons nominated for employment shall meet all qualifications established by law and by the Board for the type of position for which nomination is made.

The following steps will be followed in the selection of personnel:

1. Employment shall conform to adopted salary schedule.
2. Listing anticipated vacancies with placement agencies.
3. Acknowledging letters of inquiry and forwarding application forms.
4. Requesting confidential papers from placement agencies.
5. Scheduling interviews.
6. Interviewing.
7. Recommending to Board of Education.
8. Notification of employment.



PART-TIME AND SUBSTITUE PROFESSIONAL STAFF EMPLOYMENT  
(Substitute Teachers)

The superintendent shall maintain a list of qualified substitute teachers who may be called on to replace regular teachers who are absent. Such a list shall be filed with the principal of each school.

Insofar as possible, principals will call teachers on the substitute list for the subjects for which they are listed. A teacher whose name does not appear on the substitute list may not be employed in the Edwards County School District except when specifically approved by the superintendent. Principals will be responsible for seeing that the work of the substitute is as effective as possible and will provide him/her with a planned program. Substitute teachers should familiarize themselves with the main requirements of the course of study. If the substitute remains for a short period, it is better to improve understanding of processes already presented rather than to start a new one.

Substitute teachers daily pay shall be set each year by the Board of Education. A substitute who has taught twenty consecutive days shall be placed on the salary schedule appropriate to their degree and experience with respect to their daily salary.

The superintendent shall have full authority to interpret the meaning of the eligibility rules for substitute teachers in their practical application in making up the eligible list.

**PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS**

The superintendent and/or principal shall assign duties, attendance area, and teaching load on as equitable a basis as possible. The load might include classroom instruction plus the supervision of such out-of-class student activities as are commonly listed as extra-curricular. Other tasks might include duties as determined and assigned by the superintendent and/or principal to insure an efficient and varied program for the student body.

PROFESSIONAL STAFF TIME SCHEDULES

Professional personnel shall report for work at least 30 minutes before the regular time for opening school and shall remain at least 15 minutes after the dismissal for the day.

PROFESSIONAL STAFF WORK LOAD

The Board reserves to itself the determination of class size and work loads. However, the Board recognizes that a teacher's primary duty is to teach, and every reasonable effort shall be made to confine teachers' activities to this primary responsibility. Therefore, the superintendent shall strive to equalize the teaching load.

PROFESSIONAL STAFF EXTRA DUTY  
(Teachers)

Teachers will be expected to assume reasonable duties during the school day over and above their regular teaching responsibilities. Activities and services which minor demands on the teacher's time shall be part of each teacher's basic assignment. Administrators will strive to equalize such duties among teachers.

Extra responsibilities that make major demands on a teacher's time shall be rewarded with extra compensation to be set by the Board.

Such responsibilities are class sponsor; ticket seller; cheerleading sponsor; pom-pom girls sponsor; etc.

### SUPERVISION OF PROFESSIONAL STAFF

Classroom visits are for several purposes: to keep the administration informed about what is going on in the school program, to observe pupil conduct and pupil progress, to encourage the growth and exchange of new ideas in teaching techniques and use of materials, to discover ways and means of coordinating the curriculum, and to evaluate teaching effectiveness particularly as a basis for recommendation for tenure in the case of teachers in the probationary period.

Classroom visits may last the full period or be of shorter duration. In the former case it will be followed by a conference. The shorter visit does not require a conference since its purpose is to catch a quick glimpse of a program or to observe a particular pupil or group in a classroom situation.

The teacher conference, whether following a class visit or not, should serve primarily as a means for exchanging ideas. It should result in the professional growth of both the teacher and the administrator and can do so only if the desire to find a common ground for such growth is present in both suggestions and comments relating to teaching methods and techniques and, within a broader perspective, should lay the foundation for curriculum planning.

Should any deviation from expected work performance develop, the principal shall be responsible for discussing it with the teacher at the earliest possible time. These discussions shall be constructive in approach, and designed to help correct weaknesses.

EVALUATION OF PROFESSIONAL STAFF

TEACHER EVALUATION PROCEDURES

Philosophy - Evaluation should be viewed as a positive means of encouraging, recognizing, and promoting effective teaching. It can only be successful if a cooperative and continuous relationship exists between the evaluator and evaluatee. Evaluation must be nonthreatening and viewed as a vehicle to improve the quality of instruction.

Purpose -

1. To recognize the effective classroom teacher.
2. To identify commendable teaching qualities.
3. To provide a basis for improving instruction.
4. To help teachers succeed in their chosen profession.
5. To motivate teachers to render their highest level of professional service.
6. To provide a basis for making administrative decisions.
7. To provide a basis for making tenure decisions.

Procedure - The principal of the building where the teacher is assigned has the ultimate responsibility for the evaluation of his staff member.

All non-tenured staff shall be evaluated twice each year. Recommendations to continue employment or to terminate said employment shall be in keeping with the current laws of Illinois and shall be made to the Board, at a date set each year, by the administration.

Evaluations shall be completed by March 18th at the latest after sufficient classroom visits and teacher conferences. Nothing in the policy shall keep the administration from evaluating a tenured teacher if it appears warranted by the administration or requested by the Board.

Edwards County Community Unit School District #1

PROFESSIONAL STAFF PROMOTIONS/ASSIGNMENTS

All promotions and assignments within the instructional and administrative staff of the Edwards County Schools will be considered under the same policy as that governing original assignments. The superintendent is responsible for recommending a candidate for a vacant position to the Board which will approve or disapprove the recommendation. In no case, however, will the Board promote personnel without the consultation of the superintendent.



**REDUCTION IN PROFESSIONAL STAFF WORK FORCE**

In the event it becomes necessary to reduce the number of certificated personnel due to program elimination or reduction, or to reduce the number of teachers in a given subject area, field, or program or to eliminate or consolidate positions, the Board shall follow the requirements of the continuing contract law. (Chapter 122, Section 24 of the School Code of Illinois) The Board may appoint a committee to study possible reductions in personnel and to make recommendations.

RESIGNATION OF PROFESSIONAL STAFF MEMBERS

Teachers who enter upon a contract for services with the Edwards County Schools must submit a letter of resignation to the Board in order for the contract to be terminated. No teacher may terminate their services during the part of the school year when school is in session nor for a period of 60 days just previous to the beginning of the school term except by agreement of the Board and the teacher. No first or second year teacher may terminate their contract once it has been signed without Board Approval.

RETIREMENT OF PROFESSIONAL STAFF MEMBERS

According to Section 24-11 of the School Code of Illinois,  
"Contractual continued service shall cease at the end of  
the school term following the sixty-fifth birthday of any  
teacher and any subsequent employment of such a teacher  
shall be on an annual basis."

SUSPENSION AND DISMISSAL OF PROFESSIONAL STAFF MEMBERS

The suspension and dismissal of professional staff members in the Edwards County Schools shall conform with the guidelines set down for such actions by the School Code of Illinois in section 24-11 through 24-15.

NONSCHOOL EMPLOYMENT BY PROFESSIONAL STAFF MEMBERS

The Edwards County Schools has no restrictions on teachers accepting outside employment or maintaining private business interest so long as it does not interfere with their teaching duties.

### PROFESSIONAL ORGANIZATIONS

The Board recognizes the right of its professional staff members to join and take part in professional associations of their own choosing.

Absence from work for the purpose of taking part in activities of professional organizations shall require Board approval. Therefore, staff members who accept association offices and/or duties which will require their absence from school during working hours, or which otherwise will encroach upon the time they normally spend on their regular district assignments, are advised to seek Board approval before accepting such association offices or duties.

SUPPORT STAFF

Support staff in the Edwards Co nty Schools refers to all employees employed in a position that does not require certification.

SUPPORT STAFF POSITIONS

Support Staff Requirements

1. Support staff shall be required to meet all obligations imposed by law before receiving compensation for their services.
2. The Board may from time to time require evidence of physical fitness for all employees and may designate the physician. If the Board designates the physician, the district shall pay for the examination.



SUPPORT STAFF CONTRACTS AND COMPENSATION PLANS

The Board recognizes that attractive compensation plans--which include an adequate base salary, salary incentives, and employee benefits--are necessary to attract and retain well-qualified and able men and women to manage the school district well and to deliver quality services. It is the Board's intent to review all compensation plans annually with representatives of the district's several categories of support staff employees. Once adopted by the Board, these plans of compensation shall be regarded as current policy and be so displayed as appropriate subcategories of the instant policy, GDB.

SUPPORT STAFF FRINGE BENEFITS

Benefits in addition to the basic salary are recognized as an integral part of total compensation.

It is the policy of the Edwards County Board that provisions for appropriate fringe benefits such as sick leave and personal leave shall be included in the compensation schedule and that retirement benefits and insurance be provided as authorized by law.

This policy will promote a sense of security, which will permit an ease of mind so essential for the best service.

The Central Office will administer such retirement plans, health and accident insurance, and/or annuity programs as the Board may authorize.

Assistance from committees or representatives of organized groups will be utilized whenever possible.

SUPPORT STAFF LEAVES AND ABSENCESA. Sick Leave

On the first day of school each year a total of ten days sick leave will be granted each full time classified person for the academic year. Each full time classified person shall accumulate a total of 120 days with pay, including the leave of the current year. Sick leave shall be interpreted to mean personal illness, quarantine at home, serious illness or death in the immediate family or household. Immediate family means the mother, mother-in-law, father, father-in-law, spouse, son, daughter, brother, sister, grandparents, grandchildren, son-in-law or daughter-in-law of the employee, or any relation living in the immediate household of the employee.

B. Personal Leave

Members of the classified staff may apply for one day leave each year which they may use for personal reasons. Applications for such leave should be made to the principal and approved by the superintendent 48 hours prior to the time said leave is desired. A maximum of two people will be allowed to take personal leave from each building on any one particular day. Personal leave will not be granted in any periods of time less than one-half day. Any classified personnel using more than their one day personal leave will have their salary deducted in accordance with their rate of pay. Unless in extreme emergencies, leave will not be granted the first two weeks of school, the last two weeks of school, days immediately before school holidays and days immediately after school holidays.

C. Leave for Required Court Appearance

No deduction in salary will be made for any classified employee ordered to appear in court as a witness or as a member of a jury. Any compensation for such court appearance shall accrue to the school district.

### SUPPORT STAFF VACATIONS AND HOLIDAYS

All regularly employed classified personnel will be allowed absence from work without salary deduction in accordance with the following policy:

#### 1. Custodians

Custodians employed by the month for twelve months a year shall be permitted to be absent from work without salary deductions on the following days: July 4th, Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Lincoln's Birthday, Good Friday and Memorial Day when such holidays or days observed are on normal working days. Any request for additional days off must be approved by the Board. After successfully completing one year or substantial part thereof, the employee shall be entitled to one week of vacation with pay. After completing two years or a substantial part thereof, the employee shall be entitled to two weeks vacation with pay. After completing ten years of service, the employee shall be entitled to three weeks vacation with pay. This vacation should be scheduled in advance with the superintendent and the weeks should be consecutive.

#### 2. Bus Drivers

Bus drivers employed by the month during the time school is in session shall be permitted to be absent from work without salary deductions on the days when school is not in session.

#### 3. Temporary Employees

Any employee of a temporary nature employed whether while school is in session or during vacation periods shall receive pay only for those hours which they actually work as per contract or agreement.

#### 4. Cafeteria Employees

Cafeteria employees shall be paid on a monthly basis established annually by the Board of Education. Such employee shall work a regular schedule as established by the head cook with the approval of the principal. Duties of each employee shall be directed by the head cook.

Said employment includes two days before and one day after school for cleaning of kitchens and equipment.

SUPPORT STAFF HIRING

The employee shall have such training, skills and experience as may be required to successfully carry out the requirements of each position. Such requirements may be developed in writing by the administrative official in charge of that work.

ASSIGNMENT

All non-certificated personnel assigned to various buildings within the district shall become the responsibility of the principal, who will report to the superintendent on said personnel's work.

TENURE AND EVALUATION

Non-certificated personnel shall not obtain tenure status. They shall be evaluated each year by the principals and/or superintendent for re-employment.



SUPPORT STAFF PROMOTIONS

All promotions within the support services of Edwards County Schools will be considered under the same policy as that governing original assignments. The superintendent is responsible for recommending a candidate for a vacant position to the Board which will approve or disapprove the recommendation. In no case, however, will the Board promote personnel without the consultation of the superintendent.

RESIGNATIONS OF SUPPORT STAFF MEMBERS

Support staff who enter into employment for services with the Edwards County Schools must submit a letter of resignation to the Board in order for the employment to be terminated.

RETIREMENT

Non-teaching employees who are eligible on the basis of amount of time spent on the job must participate in the Illinois Municipal Retirement Fund. Provisions are contained in the Handbook of Information on the Illinois Municipal Retirement Fund.

Consult **The School Administrator's Guide to the EPS/NSBA System**, 1975 revised edition, for a full explanation of the codes and descriptors which follow. Use the checklist to record the contents of your own district policy manual. Your checkmarks will indicate which descriptors are covered in your manual.

SECTION H: NEGOTIATIONS	
Rule	Exhibit
	Consult <b>The School Administrator's Guide to the EPS/NSBA System</b> , 1975 revised edition, for a full explanation of the codes and descriptors which follow. Use the checklist to record the contents of your own district policy manual. Your checkmarks will indicate which descriptors are covered in your manual.
HA	Negotiations Goals
HAA	Negotiations Priority Objectives
HB	Negotiations Legal Status
HC	Scope of Negotiations
HD	School Board Negotiating Powers and Duties
HE	Board Negotiating Agents
HF	Superintendent's Role in Negotiations
HG	Method of Determining Staff Negotiating Organizations
HH	Privileges of Staff Negotiating Organizations
HI	Payment of Negotiations Costs
HJ	Negotiations Meetings Procedures
HK	Release of Negotiations Information
HL	Preliminary Negotiated Agreement Disposition
HM	Announcement of Final Negotiated Agreement
HN	Impasse Procedures
HO	Staff Job Actions
HP	Negotiated Amendments and Renegotiations Procedures

### NEGOTIATIONS GOALS

The term "negotiations" has a broad meaning, referring generally to any discussion between two or more parties for the purpose of settling some matter or otherwise reaching agreement. For purpose of this policy, however, "negotiations" is defined as bilateral bargaining, i.e., formal discussions between two parties for reaching agreement. Such negotiations are one legitimate way for staff members to be involved in the decision-making processes.

The Board shall always negotiate in good faith on appropriate concerns. It shall deal with staff negotiating units openly and fairly, and will sincerely endeavor to reach agreement on items being negotiated. Nothing in negotiations shall abridge the Board's legal responsibilities nor will any staff member's rights and privileges under state statutes be impaired.

It is the intent of the Board to utilize negotiations procedures which achieve the following goals:

1. To provide a guaranteed avenue of access to the Board's decision-making processes when agreement is not attained through less formal means.
2. To guarantee employees that they will receive a thorough study of their proposals as well as full consideration in reaching decisions related thereto.
3. To provide an orderly means for resolving disputes.
4. To meet all legal requirements of the state statutes.

SCHOOL BOARD NEGOTIATING POWERS AND DUTIES

The Board, as the duly constituted representative of the people and as the agent of the State, is legally responsible for the conduct of public education in this district and its authority to make final decisions is provided for by law and may not be delegated or abdicated.

The Board's rights include, but are not limited to, all matters relating to the management of the schools and its administration; the employment and direction of staff; and the determination of the district program of instruction.

The Board has the option, under the law, to meet and confer with professional staff on matters of salary and certain other conditions of employment.

BOARD NEGOTIATION AGENTS

The Board or its selected representative will negotiate contracts with the employees of the Edwards County Community Unit School District #1 or their designated representative.

Edwards County Community Unit School District #1

PRIVILEGES OF STAFF NEGOTIATING ORGANIZATIONS

Recognized certificated employee organizations may have the following privileges:

1. Use of school buildings for meetings without charge, provided that meetings do not interfere with school use.
2. Use of school bulletin boards, and school mail or messenger service for official organizations' communications.
3. Payroll deductions shall be permitted for dues for recognized employee organizations, for medical plans, and for other benefits in accordance with the provisions of the policies of the Board.
4. Listing in the district's directory of the addresses and telephone numbers of the association and its major officers.
5. Nothing in these rules shall be construed to withhold from any individual employee the rights and privileges he may possess as an individual employee of the school district.



NEGOTIATING MEETINGS PROCEDURES

Meetings between the Board and/or its representative and the employee organization and/or its representative will be conducted in a manner and in accordance with the rules and regulations mutually agreed upon by the Board and the employee organization.

ANNOUNCEMENT OF FINAL NEGOTIATED AGREEMENT

When final agreement is reached, the main professional agreement shall be reduced to writing and, when approved by the Association and the Board and signed by the parties, shall become a part of the official minutes of the Board and the Association.

The terms and conditions of the main professional agreement shall become a part of the School Board policies and shall represent the full and complete understanding and contract concerning the terms and conditions of employment between the parties.

			SECTION I: INSTRUCTION	
			Consult <b>The School Administrator's Guide to the EPS/MSBA System</b> , 1975 revised edition, for a full explanation of the codes and descriptors which follow. Use the checklist to record the contents of your own district policy manual. Your checkmarks will indicate which descriptors are covered in your manual.	
Policy	Rule	Exhibit		
x			IA	Instructional Goals
			IAA	Instructional Priority Objectives
x			IB	Academic Freedom
x			IC	School Year
x			ICA	School Calendar
			ICB	Extended School Year
x			ID	School Day
				<i>SN Pertains to the hours when schools are open for instructional purposes.</i>
x			IE	Organization of Instruction
				<i>SN The policy which sets forth the district's basic pattern as to grade level organization—that is, whether it is a K-8, 9-12 district or a K-6, 7-9, 10-12 district or otherwise and whether it operates special trades schools, adult schools, and the like.</i>
x			IF	Curriculum Development
			IFA	Curriculum Research
			IFB	Pilot Projects
			IFC	Pilot Project Evaluation
x			IFD	Curriculum Adoption
x			IFE	Curriculum Guides and Course Outlines
			IG	Curriculum Design
x			IGA	Basic Instructional Program
				<i>SN This descriptor refers to the 3 R's and all other subjects of the school district's essential curriculum, including many if not all of the sub-categories of IGA. These subcategories are listed separately because certain aspects of the basic instructional program require separate statements of policy.</i>
			IGAA	Citizenship Education
			IGAB	Human Relations Education
x			IGAC	Teaching About Religion
			IGAD	Occupational Education
			IGADA	Work Experience Opportunities
			IGAE	Health Education
			IGAF	Physical Education
x			IGAG	Teaching About Drugs, Alcohol, and Tobacco
x			IGAH	Family Life Education
x			IGAI	Sex Education
			IGAJ	Driver Education
			IGB	Special Instructional Programs and Accommodations
x			IGBA	Programs for Handicapped Students
			IGBB	Programs for Gifted Students
			IGBC	Programs for Disadvantaged Students
			IGBD	Programs for Pregnant Students
			IGBE	Remedial Instruction
			IGBF	Bilingual Instruction
x			IGBG	Homebound Instruction
			IGBH	Alternative School Programs
			IGBI	English as a Second Language

## SECTION I: INSTRUCTION

(Continued)

Policy	Rule	Exhibit	
			IGC Extended Instructional Programs
			IGCA Summer Schools
			IGCB Travel Study
			IGCC Honors Program
			IGCD Advanced College Placement (Also LEB)
			IGCE School Camps
X			IGD Cocurricular and Interscholastic Programs
X			IGDA Student Organizations
X			IGDB Student Publications
			IGDC Student Social Events
			IGDD Student Performances
			IGDE Student Activities Fees
			IGDF Student Fund-Raising Activities
X			IGDGG Student Activities Funds Management
X			IGDH Contests for Students
			IGDI Intramural Programs
X			IGDJ Interscholastic Athletics
X			IGE Adult Education Programs
			IGEA Adult Basic Education
			IGEB Adult High School Programs
			IGEC Adult Occupational Education
X			IH Instructional Arrangements
X			IHA Grouping for Instruction
X			IHB Class Size
X			IHC Scheduling for Instruction
			IHD Student Schedules and Course Loads
			IHE Team Teaching
			IHF Differentiated Staffing
			IHG Independent Study
			IHH Individualized Instruction
			IHHA Individual Help
			IHI Contracting for Instruction
			IHIA Performance Contracting
			IHJ Minicourses
			IHK Open Classrooms
			IHL Nongraded Classrooms
X			II Instructional Resources
X			IIA Instructional Materials
X			IIAA Textbook Selection and Adoption
			IIAB Supplementary Materials Selection and Adoption
			IIAC Library Materials Selection and Adoption
			IIAD Special Interest Materials (Also KFA)
			IIB Instructional Services
X			IIBA Teacher Aides
			IIBB Resource Teachers
			IIBC Instructional Materials Centers
X			IIBD School Libraries
			IIBDA Professional Libraries
			IIBE Instructional Television
			IIBF Instructional Radio
			IIBG Computer Assisted Instruction

			SECTION I: INSTRUCTION
Policy	Rule	Exhibit	(Continued)
			IIC Community Instructional Resources (Also KF)
x			IICA Field Trips and Excursions
x			IICB Community Resource Persons
			IICC School Volunteers
x			IJ Guidance Program
x			IK Academic Achievement
x			IKA Grading Systems
x			IKAA Final Examinations
x			IKAB Student Progress Reports to Parents
			IKAC Student Conferences
x			IKAD Parent Conferences
x			IKB Homework
			IKC Class Rankings
			IKD Honor Rolls
x			IKE Promotion and Retention of Students
			IKEA Make-Up Opportunities
			IKEB Acceleration
x			IKF Graduation Requirements
			IKFA Early Graduation
			IKFB Graduation Exercises
x			IL Testing Programs
			ILA Test Selection and Adoption
			ILB Test Administration
			ILC Use and Dissemination of Test Results
x			IM Evaluation of Instructional Programs (Also AFE)
			IN Miscellaneous Instructional Policies
			<i>SN This term does not call for a policy. Its purpose is to establish a category.</i>
x			INA Teaching Methods
x			INB Teaching About Controversial Issues
			INC Controversial Speakers
			IND School Ceremonies and Observances
			INDA Patriotic Exercises
			INDB Flag Displays
			INE Assemblies
			INF School Fairs
			ING Animals in the School
			INH Class Interruptions

Section I—3rd of 3 pages

### INSTRUCTIONAL GOALS

The goals of education in the Edwards County Schools shall be as follows:

1. To help students develop and maintain good physical and mental health.
2. To help students achieve command of the fundamental skills and knowledges which are basic to all other learning.
3. To help students learn to receive and to express ideas effectively.
4. To help students gain an understanding of our constitutional form of government and a knowledge of the history of the United States and of the part the United States plays in world affairs, and to help students accept the obligations of good citizenship.
5. To help students understand the scientific approach to the problems of life, recognizing the need for conservation of human and natural resources and the contributions made by science to the world in which we live.
6. To help students acquire salable skills in the fields of their choice which will enable them to take their place in the economic world.
7. To help students become intelligent consumers of material goods, cultural products, and services.
8. To help students develop a vocational interest which are satisfying and which provide for worthy use of leisure time.
9. To help students spiritual understanding, and to learn to recognize the ethical, esthetic, and moral values of experience, and to act accordingly.

Setting Educational Objectives. It shall be the responsibility of each building staff under the direction of the principal to have specific educational objectives consistent with the board educational goals as outlined above.



ACADEMIC FREEDOM

Academic freedom is essential to the fulfillment of the purposes of the Edwards County Schools. Edwards County teachers will be protected from censorship or restraint which unreasonable interferes with their obligation to expose students to controversial issues and to help students express their own views on such issues.

The teacher's responsibility should be to show objectivity in order that various sides of controversial issues are given. To carry out this responsibility a teacher should be well informed in the areas being studied. It is recognized that any teacher has the right to have his or her own point of view and to express that view, but the teacher also has the responsibility to tell students that the statement is his or her view.

A public school must guard its environment from disturbing influences which might tend to inhibit learning. For this reason, individuals not involved in the teaching-learning process within the school must follow established procedures in making school contacts.

SCHOOL YEAR/SCHOOL CALENDAR

The superintendent shall annually prepare for Board approval a calendar for the school term, specifying the opening and closing dates and providing a minimum term of at least 186 days to insure 176 days of actual pupil attendance, computable under Section 18-8 of The School Code of Illinois. Any days allowed by law for teachers' institute but not used as such shall increase the minimum term by the school days not so used. Except as provided in Section 10-19.1 of The School Code of Illinois, the Board may not extend the school term beyond such closing date unless that extension of term is necessary to provide the minimum number of computable days. In case of such necessary extension, school employees shall be paid for such additional time on the basis of their regular contracts. The Board may specify a closing date earlier than that set on the annual calendar when the schools of the district have provided the minimum number of computable days.



### SCHOOL DAY

In accordance with The School Code of Illinois in Section 10-19 and 18-8, a school day shall consist of a minimum of five clock-hours of school work each day. Any deviations or exceptions from this law shall be in compliance with those listed in Section 18-8 of The School Code of Illinois.

School hours established for schools of the district shall meet the above requirement. The administration is authorized to make minor changes in opening and closing times to facilitate the scheduling of transportation. However, school hours shall be kept as consistent as possible at various levels throughout the district. Any major changes in schedules shall be subject to Board approval.

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### ORGANIZATION OF INSTRUCTION

The Edwards County Board of Education is responsible for public education, Grades 1 through 12, throughout the District. In line with state plans it is also assuming responsibility for kindergarten. Additionally, the District operates some special education classes in cooperation with the Wabash and Ohio Valley Special Education District.

The grouping and housing of instructional levels in school facilities throughout the District shall be according to plans developed by the superintendent and his staff and approved by the Board.

The Board has approved the following plans for the organization of instruction:

- For West Salem - K-8
- For Bone Gap - 1-8/Special Education
- For Albion Grade-K-8
- For Edwards County Senior High: 9-12/Special Education/  
Vocational Education

### CURRICULUM DEVELOPMENT

The Board of Education recognizes that in order to foster the role of education in a democratic society and to ensure equal opportunity to students of different personality characteristics and viewpoints, it must not permit the curriculum to remain static. The Board deems it essential that the school system continually develop and modify its curriculum to meet the changing needs and diversity of our citizenry and to assure the full, rounded, and continuing development of the individual personality in our community. While the Board retains its full rights and responsibilities under the laws of Illinois with regard to the determination of the curriculum, it authorizes the administration to organize advisory committees, when deemed necessary, which may be comprised of parents, teachers, and administrators, to periodically review the curriculum and advise the Board on curriculum changes.

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CURRICULUM ADOPTION

A dynamic instructional program requires ongoing alteration in the curriculum and courses of study.

It is the policy of the Board that no basic course of study shall be eliminated or new courses added without approval of the Board, nor shall any sharp alteration or reduction of a course of study be made without such approval.

## CURRICULUM GUIDES AND COURSE OUTLINES

Curriculum guides shall be provided for the various subject areas. These guides shall present at least a minimal outline of instruction and a basis for further development of the particular course.

In instances where state curriculum guides are mandated, they shall be followed. In all other situations, the Edwards, County Schools will develop their own courses of study, as reflected by the needs of the local situation. The guides shall be designed to assist all users in strengthening and in clarifying their philosophy regarding the teaching of a subject.

### 1. Development of Guides:

- a. Curriculum guides are best developed by the staff and teachers who are to use them.
- b. Where entire staff participation is not feasible, a system of representatives of staff and/or departments concerned shall form system wide committees for study, creation, and revision of any particular guide.
- c. When work is completed on a guide, the committee responsible for its development shall present it through the office of the superintendent, to the Board.

### 2. Use of Guides:

- a. Curriculum guides are to serve as a framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction which will serve the pupils' particular needs at a particular time. The guides shall be used to map the logical sequence of instruction.
- b. In subjects where sequence is important, such as mathematics, teachers shall be expected to adhere to the guide. In subjects where sequential learning is less important, the teacher may be given a greater degree of freedom in respect to sequence.

- c. In all cases, sufficient latitude shall be permitted to provide the teacher with time to teach the current, topical, and incidental which add to motivation and meaningful teaching and learning.
- d. The principal and/or department heads, shall see that optimum use is made of available curriculum guides.



### BASIC INSTRUCTIONAL PROGRAM

It is the policy of the Edwards County Schools that there be a basic curriculum to provide for the intellectual growth of all pupils, kindergarten through the 12th year, so developed that learning experiences and achievement may vary according to individual needs, and give all pupils a basic body of understanding needed for living in a democracy.

This policy will insure that students have the opportunity to develop intellectual curiosity, critical thinking, problem-solving abilities, and aesthetic appreciation in the school years in such a manner that they will be used throughout a lifetime.

In accordance with The Illinois Program for Evaluation, Supervision, and Recognition of Schools (Document Number One), the Edwards County District will provide, but not limit itself to, the following courses of study for the elementary schools and high school:

1. Elementary Schools:
  1. Language Arts, Reading and other Communication Skills
  2. Science
  3. Mathematics
  4. Social Studies
  5. Music
  6. Art
  7. Health Education, one semester or equivalent at the junior high level (Section 861-866 of The School Code of Illinois).
  8. Physical Education, daily (Section 27-6 of The School Code of Illinois).
  9. Career Education -- awareness and Exploration
  10. Safety Education, one hour per week (Section 27-17 of The School Code of Illinois).
  11. Consumer Education, 8th grade only (Section 27-12 of The School Code of Illinois).
  12. Conservation of Natural Resources (Section 27-13 of The School Code of Illinois)
  13. Declaration of Independence, U.S. Constitution, Illinois Constitution, and the Flag Code (Section 27-3 of The School Code of Illinois) No student shall be promoted to high school without passing a satisfactory examination upon such subjects.



## 2. High School:

1. Language Arts, three units
2. Science
3. Mathematics
4. History of the United States, one unit
5. Foreign Language
6. Music
7. Art
8. Career Education--Orientation and Preparation
9. Health Education, one semester or equivalent (Critical Health Problems and Comprehensive Health Education Act of 1971 and Section 866 of The School Code of Illinois)
10. Physical Education, daily (Section 27-6 of The School Code of Illinois)
11. Consumer Education, nine weeks, 50 minutes a day or equivalent, grades 10-12 (Section 27-12.1 of The School Code of Illinois)
12. Conservation of Natural Resources (Section 27-13.1 of The School Code of Illinois)
13. Driver and Safety Education, 30 clock-hours of classroom instruction and 6 clock-hours behind the wheel -- grades 10,11,12, (Section 27-23 of The School Code of Illinois)
14. Vocational Education--Job Entry Skill Development
15. Declaration of Independence, U.S. Constitution, Illinois Constitution, and The Flag Code (Section 27-3 and 27-4 of The School Code of Illinois) No student shall receive certification of graduation without passing a satisfactory examination upon such subjects.

TEACHING ABOUT RELIGION

Religious education is the responsibility of the home and church and within the district's schools shall remain the free choice of the individual, true to the American heritage and Constitution.

However, religion influences many areas of education, such as literature and history, and religion's role in civilization can, and should be, properly taught. Moreover, it is proper for teachers to emphasize the generally accepted moral and ethical principles of all religions and to provide information to and the opportunity for students to study the forms of various religions. In other words, it is proper for teachers to teach about religion as opposed to teaching sectarian beliefs, although study of the Bible and other sacred documents as literary forms may inform students concerning particular sectarian beliefs.

Teachers shall be permitted to expose students to information concerning religions and religious beliefs, but teachers shall not advocate, openly or covertly or by subtlety, a particular religion or religious beliefs.

Spiritual values are important in the development of a well-rounded individual, and development of well-rounded individuals is an encompassing goal of the district's educational programs and activities.

TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO

Drugs and Alcohol. The Board of Education views with grave concern the serious implications of drug, alcohol, and tobacco use by people, specifically young people, all over the United States. In keeping with its primary responsibility, the Board charges the professional staff of the district to continue to investigate related cases of student involvement with drugs and alcohol, and to develop and implement suitable preventive measures however and whenever feasible.

The board and professional staff will continue to seek ways to educate students of the district to the dangers resulting from illegal use of drugs and to support the majority of students who are resisting such use or involvement. Instructional units will include concepts relating to causes and effects of drug and alcohol use and abuse.

School officials will keep parents informed concerning such problems and will cooperate with law enforcement officials in connection with violations which occur.

FAMILY LIFE/SEX EDUCATION

The Board believes that the purpose of family life and sex education is to help students acquire factual knowledge, attitudes, and values which will result in behavior that contributes to the well-being of the individual, the family, and society.

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the prime responsibility to assist their children in developing moral values. The schools should support and supplement parents' efforts in these areas by offering students factual information and opportunities to discuss concerns, issues, and attitudes inherent in family life and sexual behavior, including traditional moral values.

In addition to the requirements listed below, the customary policies and regulations concerning the approval of new curriculum content, units, and materials shall apply to any course(s) dealing with family life and sex education offered by the district:

1. Instructional materials to be used in family life/sex education will be available for inspection by the parent or guardian during school hours.
2. If, after review of materials used and a conference with the instructor and principal, a parent requests that his child not participate in a given aspect of the course an alternate educational assignment shall be arranged for the student with the approval of the principal.
3. Teachers who provide instruction in family/sex education will have professional preparation in the subject area, either at the preservice or inservice level.

PROGRAMS FOR HANDICAPPED STUDENTS

All children in the Edwards County Schools, including the handicapped, whether these handicaps are academic, physical, emotional, psychological, or sociological, shall be provided with an equal educational opportunity --- the fundamental right of all individuals to receive an appropriate education at public expense.

Many children with handicaps can and shall be educated in the regular instructional program where they shall be given the circumstances and support necessary to achieve their optimum potential. This shall be done when possible.

The needs of certain children are so great that special instructional programs, special facilities, or special services are necessary beyond that of the regular classroom program. Children with severe mental, emotional, or physical handicaps will not be placed in the regular classroom situation until there has been a proper determination made through established diagnostic procedures. Such assignment is to be in the best interest of the child's development.

HOMEBOUND INSTRUCTION

Home or hospital instruction shall be provided:

1. To any child with a health or physical impariment which, in the opinion of a licensed medical examiner, will cause him/her to be absent from school for an extended period of time and who school personnel determine can educationally benefit from such a program.
2. A child who requires home or hospital instruction on a temporary basis shall be provided with instructional services sufficient to enable them to return to school with a minimum of difficulty.
3. A child who requires home or hospital instruction for an extended period shall be provided with instructional services sufficient to advance his/her basic educational development appropriately.



COCURRICULAR AND INTERSCHOLASTIC PROGRAMS

The Board believes that students activities at school are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations, as well as knowledge and skills. The Board believes that school citizenship, as reflected in student activities, is a measure of the achievement of important school goals. The Board recognizes that the greatest values to be derived from both curricular and extracurricular student school activities occur when such activities are developed and encouraged through participation among, or the knowledge of, the student body, interested members in the community, and school staff.

The Board further believes that any program of student activities should:

1. Require all student participation to be on a voluntary basis;
2. Require that student activity funds should be used for purposes which benefit the student body of the school;
3. Require that the management of student funds be the responsibility of the school principals.
4. Permit the formation of student clubs organized to promote social service.

### STUDENT ORGANIZATIONS

Student organizations shall generally be encouraged when they meet the simple criteria of contributing to learning rather than detracting from it. Such organizations shall operate within the framework of the law, Board policy, administrative rules, and the parameters of the learning program. When such organizations are truly contributive, their establishment and operation shall be facilitated in reasonable ways by district staff and through utilization of district resources.

The district superintendent and/or principal shall develop general guidelines for student organizations. Among other provisions, such guidelines shall require the assignment of at least one faculty advisor to each student organization and the approval by the Board of any student organization that requires the expenditure of budgeted funds or that may engage in activities of a divisive or controversial nature.

This policy applies to on-campus organizations only. It is not intended to restrict the organization of students into groups which function apart from the school.



STUDENT PUBLICATIONS

We encourage the use of school sponsored publications to express students points of view. They shall be free from all policy restrictions outside the normal rules for responsible journalism (the avoidance of libel, obscenity, defamation, false statements, or material advocating racial or religious prejudice). Student publications shall provide as much opportunity as possible for the sincere expression of student opinion.

STUDENT ACTIVITIES FUNDS MANAGEMENT

The Board hereby authorizes the establishment and maintenance of a student body account at each of the elementary schools and the Edwards County Senior High School. The principal of the school shall be responsible for the proper administration of the financial activities of each student body account in accord with the provisions of state law and appropriate accounting practices and procedures. All moneys collected shall be deposited in the student body account at a local bank or Savings and Loan. All payments made from the student body account shall have the approval of the principal responsible for the account.

The annual school district audit shall include an audit of student organization funds. Payment for the audit shall be made from district funds.

CONTESTS FOR STUDENTS

Participation in contests is optional with the individual school. While there is no intent to refuse to cooperate with agencies sponsoring worthwhile contests, there is very definitely a desire to keep such cooperation within reasonable bounds.

### INTERSCHOLASTIC ATHLETICS

The Edwards County Board of Education believes individual students will benefit through opportunities to grow physically and intellectually through their experience in self-discipline and their contribution to team effort made possible through competitive interschool and intramural teams and individual sports activities.

It is the Board's policy to provide students interscholastic athletic competition in a variety of sports. Students shall be allowed to participate in individual sports on the basis of their physical condition and desire. Qualified personnel shall be provided for coaching and supervising individual sports.

The purpose of athletics is both educational and recreational. The athletic program should encourage participation by as many boys and girls as possible and should be carried on with the best interests of the participants as the first consideration. This should be done without unreasonable interference with other obligations in the school community.

It is recognized that a well-organized and well-conducted athletic program is a potent factor in the morale of a student body and an important phase of good community-school relations. Too great an emphasis on winning contests or too consistent a record of losing them are both harmful to the development of good attitudes among students and the public.

#### Policy Conditions

1. The athletic program is an integral part of the school curriculum and comes under the authority of the principal to the same degree as do all other phases of the curriculum.
2. Those teachers having direct responsibility for the conduct of the athletic program of the school are required to conform in all ways to the general education program as laid down by the Board and administration, including such matters as schedules, financial expenditures, relationships with other schools, and health and safety regulations.
3. The Edwards County Senior High School is a member of

the Illinois High School Association (IHSA), and in all athletic matters will adhere firmly to the rules and regulations of that body and to the philosophy of sports which the IHSA encourages. The eligibility of students to participate in the athletic program is determined in accordance with IHSA regulations and school rules.

4. The Edwards County elementary schools are members of the Illinois Junior High School Athletic Association (IJHSAA), and in all athletic matters will adhere firmly to the rules and regulations of that body and to the philosophy of sports which the IJHSAA encourages. The eligibility of students to participate in the athletic program is determined in accordance with IJHSAA regulations and school rules.
5. No student may start practice for any athletic team until he or she has been examined and approved by a medical doctor.
6. Expenditures for the athletic program are incorporated as part of the general budget for the Board. Coaches of each sport will submit their budgetary needs to the Board for the next school year.
7. District participation in interscholastic athletics shall be subject to approval by the Board. This shall include approval of membership in any leagues, associations, or conferences, of rules for student participation and of annual sports schedules.
8. Insurance against accident or injury shall be offered through the district for students engaging in interscholastic athletics. It is required that all students become a member of the school offered insurance program or provide evidence of equal and/or similar coverage. All students out for football will be covered by district paid insurance.

ADULT EDUCATION PROGRAM

School buildings are available for classes through the area's three Junior Colleges at no rental charge when properly supervised or taught by a teacher approved by both the Junior Colleges and the School District.

### INSTRUCTIONAL ARRANGEMENTS

Instruction in the Edwards County Schools shall be based upon the traditional grade system. Exceptions will be made for special education students.

In grades K-5, students will be in self-contained classes. There may be some freedom of movement in order to take advantage of cooperating teachers' strong areas of instruction or for grouping purposes.

Grades 6-8 will be departmentalized with some ability grouping permitted.

Grades 9-12 will be based upon the completion of Carnegie Unit.

In all cases, it is the desire of the Board to provide each student the opportunity to learn no matter what the student's background needs or ability may be.

Any changes in instructional arrangement shall have the approval of the Board.



### GROUPING FOR INSTRUCTION

In order to effectively achieve individualized programming and learning, it is anticipated that grouping arrangement must be kept flexible. Thus, groups will generally not be established on a permanent basis. Rather, they will usually be established around one or several learning modules and may exist for as brief a time as thirty minutes or as long as several weeks or months. Grouping may be in large groups containing any number up to the total school population, or it may be in intermediate groups of ten or more, or it may be in small groups of up to ten, or may be limited to two for tutoring or team efforts, or a student may work alone in independent study.

Age or grade differences should not constitute a barrier to grouping. Rather, the basic criteria for grouping should be the learning (goals and objectives) being addressed and the student's ability to achieve those purposes. Students should be grouped so that each benefits to a greater extent than would otherwise be possible, with provisions for altering the grouping as often as necessary to fit the specific purpose involved.

Since the children in our schools are infinitely diverse in their backgrounds, capacities, and beliefs, teachers must accept these differences and learn to deal with them. Beneath these differences lie our common heritage and hopes, our belief in God, in freedom, and in human dignity. One must appreciate that which we have in common in order to handle that which keeps us apart. Teachers have a great opportunity to make wise use of these differences so that the free mind and independent spirit of the next generation of Americans may be preserved.



CLASS SIZE

The Board is aware that class size has bearing upon effective teaching. It, therefore, directs the superintendent to work with principals in establishing a reasonable and equitable class enrollment for each teacher.

The Board understands that achieving this goal is dependent upon the financial ability of the school district. In determining the size of various classes, the administration, will consider the following factors:

1. The type of load which will help the teacher be most effective with the children in the class.
2. The experience of the teacher and his familiarity with District programs and policies.
3. Distribution among teachers of out-of-class activities.
4. Required preparation and correction time for the particular class.

SCHEDULING FOR INSTRUCTION

It is the responsibility of each principal to see that a satisfactory instructional program is scheduled for each pupil in his or her building. This schedule should provide for the best use of the pupils' time in relationship to their goals, within the framework of practicable school operations.

INSTRUCTIONAL RESOURCES

The Board believes that personnel and materials appropriate to the needs of the school program must be available to each student and teacher. Available system resources shall be allocated to schools on an equitable basis, recognizing system policies and local school needs.

INSTRUCTIONAL MATERIALS  
(Selection and Adoptions)

The advice of staff will be sought and utilized by the Board in the process of selecting instructional materials. Ultimate responsibility, however, for the selection of materials resides with the Board.

TEXTBOOK SELECTION AND ADOPTION

The teachers involved in the use of particular instructional materials will play a primary role in their selection. In selecting the textbook or textbooks for a level or area of study, the professional staff involved will organize a textbook selection committee with the help of administrative personnel. After a thorough study of textbooks available, they will submit recommendations to the superintendent for his/her review. If the superintendent accepts the recommendations they will be transmitted to the School Board for approval. The Board will give final approval on textbooks to be adopted.

TEACHERS AIDES

Teacher aides are defined as persons who work directly, under supervision, on tasks assigned by the teacher and/or principal. The teacher remains the diagnostician for learning, the manager of learning experiences, and the decisionmaker in learning situations. Aides can assist in many nonprofessional activities and in small group instruction under the direct supervision of the teacher but they cannot relieve professional personnel of their responsibilities for the instructional program, nor can they be used as substitute teachers.

### SCHOOL LIBRARIES

The Edwards County School Libraries exist to serve the academic and recreational needs of the complex of students, faculty and community of Edwards County. The library's goal is to create a dynamic, functional relationship between information and people. With this in mind, materials are chosen to meet the immediate and projected needs of the school and community.

A basic collection in all areas will be maintained, but some areas will have more in-depth coverage as a result of the curriculum needs. General cultural recreational reading will also be provided. In order to make book selection more democratic, the librarian will seek the counsel of the faculty, students, and administration as the need arises. An effort will be made to keep the collection vital through careful weeding or discarding of materials when they are no longer useful.

Through the Edwards County School Libraries we will try to:

1. Implement, enrich, and support the educational program of the Edwards County Schools by providing materials pertinent to the curriculum and needs of the students, faculty, and community members.
2. Provide materials and services appropriate to the independent and personal needs of the students.
3. Help the student to develop enjoyment of reading, reading skills, library taste, and discrimination in choice of materials.
4. Encourage continuing education and cultural growth through library use.
5. Provide instruction in the use of libraries and library materials.

Believing that the faculty, administration, and general public have a right to know how public funds are spent, the following statement of policy is set forth to clarify the philosophy and criteria for materials selection in the Edwards County School Libraries.

## DEFINITION OF LIBRARY MATERIALS

Library materials shall include any books, periodicals, newspapers, supplemental texts, pamphlets, maps, charts, pictures, audio-visual materials, globes, realia, and other miscellaneous materials selected for use in or distribution through the library.

## RESPONSIBILITY AND DELEGATION OF AUTHORITY

The Board of Education of The Edwards County Schools shall be legally responsible for any materials purchased for the Edwards County School Libraries. All library materials will be selected by the professional library personnel in participation with the faculty, students, community members and school administration.

## CRITERIA AND SELECTION TOOLS

The criteria for selection of materials for Edwards County School Libraries shall be as follows:

1. The needs of Edwards County Schools based on the curriculum and requests from faculty and administration.
2. The needs of the individual student based on the knowledge of children and youth and requests of students and community members.
3. Provisions of a wide range of materials on all levels of difficulty, diversity of appeal, and presentation of different points of view.
4. Materials of high artistic quality.
5. Materials with superior format.

In selecting materials for the Edwards County School Libraries, such factors as significance of subject matter, scarcity of material on the subject, timeliness or permanence of material, factual accuracy, authoritativeness of expression, and price will be taken into consideration. Reputable, unbiased, and professionally prepared selection guides will be used as aids in evaluating materials for selection.

In addition, selection may be made on the basis of the



librarian's knowledge of the students, the school situation, and the library materials on hand. The Edwards County School Libraries will support the School Library Bill of Rights of the American Association of School Librarians and The Students' Right to Read, as stated by the National Council of Readers of English.

#### POLICY FOR CRITICISM OF MATERIALS

Realizing that in a democracy the public has the right to express differences of opinion regarding the expenditure of public funds, the following procedure has been set up for recognizing the complaints of individuals and groups with respect to specific materials.

1. All criticism must be presented in writing, one copy each to the President of the Board of Education, Superintendent of Schools, and to the librarian.
2. The work must be identified by author and title, and the objections must be specified.
3. The statement must be signed.
4. Final decisions will be made in agreement with the administration, Board of Education and Librarian.

#### GIFTS

Gifts are welcome if the donor is willing for the library to consider these materials in relation to the curriculum, to judge them on the same standards, and to treat them in the same manner as purchased materials.

#### TIME SPAN OF POLICY AND CRITERIA

This policy will be evaluated and revised as the needs of the curriculum, students, faculty and community dictate.

### FIELD TRIPS AND EXCURSIONS

Field trips designed to stimulate student interest and inquiry and provide opportunities for social growth and development are considered appropriate extensions of the classroom. To the extent that they provide the most effective means for accomplishing general curriculum objectives of the Edwards County Schools, field trips in the county may be authorized by the superintendent. Out of County trips must be approved by the Board.

To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation of the class, and opportunities for pupils to assimilate the experience during and at the conclusion of the trip. To this end, teachers and principals will be expected to consider the following factors in selection of field trips: (a) value of the activity to the particular class group or class groups; (b) relationship of the field trip activity to a particular aspect of classroom instruction; (c) suitability of the activity and distance traveled in terms of the age level (K-2, 30 miles; 3-5, 50 miles); (d) mode and availability of transportation; and (e) cost.

COMMUNITY RESOURCE PERSONS

The Board wishes the professional staff to be concerned with locating and contacting people in various areas of interest and expertise who might serve as resource persons in particular units of study. All requests to use such persons should be cleared through the Principal's Office. Staff members utilizing the services of resource persons shall insure that these people are properly thanked for their contribution, either by means of students' letters or a note from the teacher.

GUIDANCE PROGRAM  
(High School)

A guidance program shall be incorporated into the curriculum to aid students in making informed and responsible decisions and in utilizing effective decisionmaking processes. The guidance program shall be coordinated from the district office and shall provide for the participation of all those staff members and others who can help students acquire the insights and knowledge they need to become autonomous, mature members of adult society in a democratic nation.

As suggested above, the primary purpose of the guidance program shall be to assist students in learning to make their own decisions concerning life's many choices--personal, educational, and vocational. Before completion of high school, each student should reach the point of maturity where the student--within the usual limits of circumstances--is able to make virtually all decisions affecting his or her life.

The second major purpose of the guidance program shall be to provide, as fully as possible, the information needed to make the best decisions. Such information shall include facts (test scores, vocational information, etc.) as well as estimates, judgments, opinions, and other advice. Part of the decisionmaking skills students are helped to learn shall be the solicitation and search for data and advice from a variety of sources as well as the evaluation and use of such information and suggestions.

### ACADEMIC ACHIEVEMENT

The philosophy of the Board concerning academic achievement is based on the premise that children have diverse capabilities and interests and individual patterns of growth and learning.

Therefore, the Board feels it important that teachers have as much and as accurate knowledge of each student as is possible through tests and observations of students' intelligence, achievement, work habits, skills, health, and home environment.

The Board recognizes that many factors which cannot be clinically tested--attitude toward others and work habits, for example--may influence a student's success as much as knowledge of subject areas.

In fairness to all students, then, achievement shall be judged (1) in relation to a student's learning capacity, and (2) in terms of his degree of mastery of the course work, as judged by the teacher.

GRADING SYSTEMS

The issuance of grades on a regular basis serves to promote a process of continuous evaluation of student performance, to inform the student, to inform his/her parents, and to provide a basis for bringing about change in student performance, if such change seems necessary. The grading system for the Edwards County Schools shall be based on the 4.0 point system:

A	=	4.0	
A-	=	3.7	
B+	=	3.3	
B	=	3.0	Above Average
B-	=	2.7	
C+	=	2.3	
C	=	2.0	Average
C-	=	1.7	
D+	=	1.3	
D	=	1.0	Below Average
D-	=	.7	
F	=	.0	Failure, no credit
I	=	Incomplete	

### FINAL EXAMINATIONS

Final examinations may be used as the major evaluation of student achievement when they are conducted in such a way that they effectively evaluate the achievement of the goals and objectives on which learning activities have been based. Therefore, teachers and others shall use those means of measurement or appraisal which directly relate to goals and objectives. These checks on progress shall be made at the most appropriate point in the learning process, whether at the completion of a learning unit or module, at the completion of a larger segment or course, at some other point, or at several points.

STUDENTS PROGRESS REPORTS TO PARENTS

Reports on student progress will be reported periodically to the parents or guardians of each student in the following manner:

- Kindergarten ~ Two times a year at the end of each semester
- Grades 1-5 - Six times a year at the end of each 6 weeks grading period.
- Grades 6-12 - Four times a year at the end of each quarter.



### PARENT CONFERENCES

The Board endorses the concept that the parent-teacher conference is one of the most important activities in which a teacher can engage. From the conference should come new and deeper insights about children on the part of both parents and teachers. To these conferences the parents brings a vast storehouse of experiences with his/her child, which he/she will be willing to share with his/her child's teacher if he/she believes it will result in an improved learning situation for his/her child. To this same conference the teacher brings a background of special training and perhaps a wider experience with many children that should enable him/her to help the parent understand other important aspects of his/her child's unfolding personality. Conferences can bring the teacher and parent closer together in their aims and give to each a new understanding of the child whose interest they share and wish to promote.

### HOMEWORK

In planning homework the teacher should know something of the child's activities outside of school. Factors or agencies other than the school are educative, and there are times when other activities are more vital to the child's development than the teacher's assignment.

Teachers may give homework to students to aid in their development. The type, frequency, and quantity of homework assigned should be determined by the needs of the individual student and should not require additional instruction beyond the class period, thereby requiring parents to supplement instruction. Homework should be an application or adaptation of a classroom experience; it should not be assigned for disciplinary purposes; assignments before vacations and weekends should be avoided.

The Board recognizes the worthwhileness of homework for students, even though there are difficulties which plague its use. This Board shall encourage its staff to find solutions to the difficulties. It shall view with favor solutions that provide for flexibility in assignments, but shall frown on any that tend to restrict teacher or student originality.

Communication among teachers about the same students is an important aspect in solving problems related to homework. An internal "school policy" on homework should be developed by each school staff.

Homework assignments can be one of the best sources of public good will. The development of a sensible philosophy of homework in each school requires the careful attention of teachers, principals, and other curriculum workers.

### PROMOTION AND RETENTION OF STUDENTS

Placement, promotion, or retention shall be made in the best interests of the student after a careful evaluation of all the factors relating to the advantages and disadvantages of alternatives.

In retaining or promoting a pupil, the school will consider not only the child's academic achievement and needs, but the child's age, his social and emotional maturity and needs and the wishes of the parents. After careful and thoughtful consideration has been given to all the above, the school will have the authority to make a final decision with respect to the student and placement.

Research indicates that only a small percentage improve the second year in a grade, and that when it does help, it is almost always in the lower grades. What is more beneficial is to provide extra help to the student in the way of remedial classes. Therefore, every consideration must be given before final action is taken concerning a particular child.

Only in unusual circumstances should a child be retained more than once.

No teacher may retain a pupil without the principal's approval.

In all instances of retention, the child's parents must have been kept informed through the year of the child's lack of progress; their cooperation must have been sought in helping him/her do better work. The following procedure must be followed:

1. First Semester -- parent is to be notified of a child's academic problems.
2. Third Quarter -- if there is continuing danger of retention, the parent shall be so notified.
3. May 1 -- unless there has been a change so that the child will be promoted, the parent will be notified that his/her child may be retained at the end of the year.

A record of such notification must be kept by the teacher as evidence that he/she attempted to secure the cooperation of the parents in helping the child make better progress.

GRADUATION REQUIREMENTS  
(High School)

1. In the best interests of the social as well as the intellectual well-being of the pupil, the number of courses and activities which he or she carries each year shall be determined on the basis of his or her needs and capacity.
2. The standard pupil class load required is 4 academic subjects and physical education. Pupils may carry a 5th academic subject if they have and maintain a 2.00 point average or if they are short of credits and the 5th academic subject is recommended by a counselor.
3. A Carnegie Unit is the amount of credit awarded for the successful completion of a course which meets five days per week for at least 55 minutes daily or the equivalent amount of time throughout one school year of at least 36 weeks.
4. Carnegie Units may be earned in all subjects except band, chorus, and physical education. Credits received in these latter subjects are counted as above and beyond academic requirements for an earned diploma.
5. Classification as a Sophomore requires 2 Units at the end of the 2nd semester.
6. Classification as a Junior requires 6 Units at the end of the 4th semester.
7. Eligibility for class ring orders requires 8½ Units at the end of the 5th semester.
8. Classification as a Senior requires 11 Units at the end of the 6th semester.
9. Eligibility for Cap and Gown order requires 13½ Units at the end of the 7th semester.
10. Eligibility for participation on the commencement ceremonies requires 16 Carnegie Units at the end of the 8th semester. The diploma will be awarded upon completion of all graduation requirements. Provisions

are not made for earning credits through the use of proficiency examinations.

11. Specific requirements for receiving a diploma from the Edwards County Senior High School are: 16 Carnegie Units, 3 of which must be in English, 1 in American History, 1 in mathematics, 1 in Science,  $\frac{1}{2}$  in Consumer Economics,  $\frac{1}{2}$  in Health, one credit must be received in Physical Education. Credit for Physical Education will be given at the rate of  $\frac{1}{8}$  credit per semester. Drivers Education must also be successfully completed and will receive  $\frac{1}{2}$  of a credit.
12. Junior College credits will not be accepted toward meeting high school graduation requirements except under the following conditions: (a) Extension Credits will be accepted only when they satisfy the requirements for a course previously taken at the high school level and failed to pass and where said course is necessary for graduation; (b) When the subject is not available in the Edwards County Curriculum and it would be advantageous for the individual's educational development.



### TESTING PROGRAM

The Board supports the use of standardized tests as providing one clue to the success and quality of the educational program. In the case of individual students standardized tests, in combination with other clues, can help provide an indicator of the strengths and weaknesses of student achievement.

It should be understood that reliance on standardized tests as the sole indicator of the educational success of a program or person poses real dangers. For example, those things measured by standardized tests must be reducible to relatively objective test items, and not all areas of education--such as the development of attitudes, appreciations, and personal standards, as well as certain skills--can be successfully tested through objective tests.

The district will maintain an ongoing standardized testing program which shall be subject to regular review and evaluation.

All children (k-8 grades) will be given a standardized achievement tests each year.

All children in grades 2-4-7 will be given a standardized mental ability test each year.

The following tests are available at the high school:

Iowa Test of Educational Development - given in September to all sophomores.

Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test. Administered to college bound juniors who choose to take it the 3rd week of October.

Armed Services Vocational Aptitude Battery - Available to any student who wishes to take it. Normally taken by juniors, seniors, and Project S.U.C.C.E.S.S. students.

GATES-MCGINITE READING TEST - Title I reading students.

Multiple Aptitude Test - Batteries used by teachers in science. Also available upon request.

American College Test & Scholastic Aptitude Test - Registration material is available to students.



EVALUATION OF INSTRUCTIONAL PROGRAMS

The evaluation of the curriculum and other aspects of the educational program of a school shall be directed by the principal, who shall report to the superintendent. Use of various evaluative resources should be utilized in this task.

Elements of the evaluation may include:

1. Testing programs such as nationally standardized general achievement tests, national standardized tests in specific subject areas, and tests administered by other agencies.
2. Follow-up studies of recent graduates.
3. Teacher and parent evaluation of pupils behaviors and achievement.
4. Study of school drop-outs.
5. State Department of Education specialists and services.

TEACHING METHODS

It is the desire of the Board that the best available strategies and methods for bringing about learning be utilized in the district's schools. The instructional staff is expected to keep abreast of new and more promising instructional ideas and practices developed in schools throughout the nation and to apply those which apparently have the potential for improving the learning program in the district's schools.

Strategies and methods shall be focused on the personalization of learning, including (1) appraisal of individual learning style, abilities, disabilities; (2) assessment of individual learning needs; (3) development, implementation, and evaluation of individual learning programs; and (4) the modification and/or recycling of individual learning programs.

### TEACHING ABOUT CONTROVERSIAL ISSUES

Controversial issues arising from classroom situations and subject matter may be discussed and explored in the classrooms throughout the school district.

Controversial issues provide stimulation to learning by stirring intellectual excitement and are thus an integral part of the normal classroom environment. Free inquiry in a democratic society requires that controversial issues arising in the normal classroom situation be handled as a regular aspect of instruction and learning in such a way as to not inhibit the dignity, the personality, or the intellectuality of either the teacher or the students.

Controversial issues with respect to instruction in the public schools appear to present, in essence, a two-fold problem; first, the problem of academic freedom for both the teacher and the student; and second, the problem of technique or method employed in handling controversial issues in the classroom. For the best interests of the individual, the community, and the larger society, provision must be made so that teachers and students alike are free to exchange and develop ideas. The school superintendent shall see that the necessary guidelines are established.

			SECTION J: STUDENTS	
Policy	Rule	Exhibit	Consult <b>The School Administrator's Guide to the EPS/MSBA System</b> , 1975 revised edition, for a full explanation of the codes and descriptors which follow. Use the checklist to record the contents of your own district policy manual. Your checkmarks will indicate which descriptors are covered in your manual.	
x			JA	Student Policies Goals
			JAA	Student Policies Priority Objectives
			JB	Equal Educational Opportunities
x			JC	School Attendance Areas
			JD	School Census
x			JE	Student Attendance <i>SN This term does not require a policy. Its function is to establish a category.</i>
x			JEA	Compulsory Attendance Ages
x			JEB	Entrance Age
x			JEC	School Admissions
			JECA	Admission of Resident Students
			JECB	Admission of Nonresident Students
			JECBA	Admission of Exchange Students
			JECBB	Admission of Interdistrict Transfer Students
			JECC	Assignment of Students to Schools
			JECD	Assignment of Students to Classes
			JECE	Student Withdrawal From School
x			JED	Student Absences and Excuses
x			JEDA	Truancy
x			JEDB	Student Dismissal Precautions
x			JEE	Student Attendance Accounting
			JEF	Released Time for Students
			JEFA	Open Campus
x			JEFB	Released Time for Religious Instruction
			JEG	Exclusions and Exemptions From School Attendance
x			JF	Student Rights and Responsibilities
x			JFA	Student Due Process Rights
			JFB	Student Involvement in Decisionmaking (Also ABC)
x			JFBA	Student Government
x			JFC	Student Conduct
x			JFCA	Student Dress Code
x			JFCB	Care of School Property by Students
x			JFCC	Student Conduct on School Buses (Also EEACC)
			JFCD	Underground Student Publications
			JFCE	Secret Societies
			JFCF	Hazing
x			JFCG	Smoking by Students
x			JFCH	Alcohol Use by Students
x			JFCI	Student Drug Abuse
x			JFCJ	Dangerous Weapons in the Schools
			JFD	Students of Legal Age
x			JFE	Pregnant Students
x			JFF	Married Students
x			JFG	Interrogations and Searches
			JFH	Student Complaints and Grievances
			JFI	Student Demonstrations and Strikes

			SECTION J: STUDENTS	
			(Continued)	
Policy	Rule	Exhibit		
x			JG	Student Discipline
x			JGA	Corporal Punishment
			JGB	Detention of Students
			JGC	Probation of Students
x			JGD	Student Suspension
x			JGE	Student Expulsion
x	x	x	JH	Student Welfare
x			JHA	Student Insurance Program
			JHB	Student Aid Programs
x			JHC	Student Health Services and Requirements
x			JHCA	Physical Examinations of Students
x			JHCB	Inoculations of Students
x			JHCC	Communicable Diseases
x			JHCD	Administering Medicines to Students
			JHD	Student Psychological Services
			JHDA	Psychological Testing of Students
			JHE	Student Social Services
			JHEA	Home Visits
x			JHF	Student Safety
				<i>SN This and following descriptors refer to policies in addition to those covered in the EBC sequence, which see.</i>
			JHFA	Supervision of Students
			JHFB	Student Safety Patrols
			JHFC	Student Bicycle Use
x			JHFD	Student Automobile Use
x			JI	Student Awards and Scholarships
x			JJ	Student Volunteers for School and Public Service
x			JK	Employment of Students
				<i>SN Pertains to the employment of students by the school district and any other student employment matters other than work-study employment. See IGADA, Work Experience Opportunities.</i>
			JL	Student Gifts and Solicitations
				<i>SN The policy pertaining to the giving of gifts by students and student organizations and solicitations, such as charity appeals, by students and student organizations. See also GBI, Staff Gifts and Solicitations and IGDF, Student Fund-Raising Activities.</i>
x			JM	Staff-Student Relations (Also GBH)
			JN	Student Fees, Fines, and Charges
x			JO	Student Records



### STUDENT POLICIES GOALS

Students are the first concern of the district, and must receive the primary attention of the Board and all staff members. To fulfill its obligation to students, the Board will strive to spend most of its time in formulating policy and considering other matters related to students. A similar commitment is expected of all staff members. In pursuing this primary goal, it is imperative that the good of the individual student be kept paramount. At no time are students to be treated as if they were assembly line products, or objects to be manipulated or molded at the will of someone else. Each student shall be considered and treated with respect as an individual. One of the major tasks of the educational program shall be to assist each student in becoming self-sufficient in utilization of decisionmaking processes and techniques, eventually becoming responsible for determining his or her own learning purposes and the means for achieving them. Staff members shall seek to be wise counselors of children and youth and skillful facilitators of learning. To this end, the Board and staff shall work together to establish an environment conducive to the very best learning achievement for each student through meeting the following goals regarding students:

1. To individualize the learning program in order to provide appropriately for each student according to his or her specific background, capabilities, learning styles, interests, and aspirations.
2. To protect and observe the legal rights of students.
3. To enhance the self-image of each student through helping him or her feel respected and worthy, and through a learning environment which provides encouragement through frequent success.
4. To provide an environment of reality in which students can learn personal and civic responsibility for their actions through meaningful experiences and school citizens.
5. To deal with students in matters of discipline in a just and constructive manner.
6. To provide in every way feasible for the safety, health, and welfare of students.

7. To promote faithful attendance and good work.

SCHOOL ATTENDANCE AREAS

The Edwards County School District #1 maintains one high school and three elementary schools. All high school students in the district attend the Edwards County Senior High School located in Albion, Illinois. Elementary school students will attend the school in whose attendance area they reside. Any deviation from this practice shall require Board approval.



RULES ESTABLISHING REQUIREMENTS AND PROCEDURES  
FOR THE ELIMINATION AND PREVENTION OF RACIAL SEGREGATION  
IN EDWARDS COUNTY COMMUNITY UNIT SCHOOL DISTRICT NO. 1

The Edwards County Unit consists of three elementary attendance centers. With all high school students attending one high school attendance center. When minority students live in the County, they attend the elementary attendance center in the area in which they reside.

The Unit buses students throughout the County and if a need to desegregate arises, and busing was the method to legally arrive at a balance in various attendance centers, busing of students would be done.

If a need arose and one or more elementary attendance centers became overcrowded with an excess number of students (either of one race or multiple races) re-zoning of attendance boundaries would be carried out in an attempt to make attendance consistent with the law.

If pupil reassignments or transfers were needed to be consistent with the law, this would be done.

If the closing of one school and dispersing its students among the remaining attendance centers in the District would be consistent with the legal requirements this would be done.

All students attend one high school attendance center and no changes would be made in this case.

These rules were adopted by Edwards County Community School Board January 10, 1972 and are recorded in the minutes of that meeting. They were part of the agenda of a special school board meeting that convened at Bone Gap Elementary School January 10, 1971 at 7:00 p. m.

EDWARDS COUNTY COMMUNITY UNIT SCHOOL DISTRICT #1  
ADOPTS POLICY ON DISCRIMINATION, REQUIRED BY NEW  
FEDERAL REGULATIONS

The Board of Education of Edwards County Community Unit School District #1 at a regular meeting October 20, 1975, adopted the following policy on the subject of sex discrimination required by federal government regulations.

1. CONDITIONS

Pursuant to Federal regulations for Title IX, approved in final form by the government of the United States on July 21, 1975, and, pursuant to House Bill 2153, which amends the School Code of Illinois, signed into law August 21, 1975, the following policy statement is adopted.

2. POLICY

No person in the Edwards County Community Unit School District #1 shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity of the district.

3. PROCESS

A position of coordinator is hereby created to implement practices in compliance with Title IX of the Federal regulations, and the School Code of Illinois as amended, which prohibits sex discrimination in education. The designated coordinator shall be the superintendent of the Edwards County Community Unit School District #1.

In the event of any grievance by any student, parent, or employee in regard to sex discrimination, the following procedure is outlined:

1. Complainant will contact the district coordinator who will thoroughly investigate any non-compliance with the stated policy.
2. If a solution cannot be reached at this level, the problem will be referred to the Board of Education for review and resolution.

3. All grievances will be documented, and all subsequent procedures will become a matter of record maintained by the coordinator.

The coordinator will devise suitable means of dissemination of information regarding policy and procedures to all individuals immediately concerned with the institution. The new policy was effective October 21, 1975.

STUDENT ATTENDANCE

It is the opinion of the Board that good student attendance is necessary if a student is to experience the degree of success which he/she is capable of attaining. Very few absences should be for reasons other than personal illness, illness or death in the family, or a family emergency which prevents attendance.

The principal is the attendance officer of the school and is charged by the Board to maintain regular attendance of all pupils.

COMPULSORY ATTENDANCE AGES

The compulsory school attendance laws of the State of Illinois are very explicit in their regards to the responsibility of people having charge of certain children, it reads as follows: "Whoever has custody or control of any child between the ages of seven and sixteen years shall cause such child to attend some public school in the district wherein the child resides the entire time it is in session during the regular school term".

Children under the age of sixteen cannot be excused from school in order to work. It is illegal for any person to employ a child under sixteen years of age without a work permit issued by the Child Labor Bureau of the State of Illinois while any child is enrolled in school. The permit may be secured from the Superintendent of the Educational Service Region. (Article 26, Section 26-1, the Illinois School Code)

ENTRANCE AGE

A child must be five years of age before December 1, in order to be admitted to kindergarten at the start of a school year and six years of age before December 1, in order to be admitted to first grade. (School Code of Illinois, Section 10-20.12 and 10.22.18)

SCHOOL ADMISSIONS

Pupils living in Edwards County Community Unit District No. 1 are admitted tuition free. Non-resident students may be admitted upon application to the administration. Students living outside the school district will be required to pay a tuition fee which will be established annually by the Board of Education in accordance with the accepted formula as provided by the Illinois Office of Education. In admitting non-resident pupils, the welfare of the resident pupils is to be given first consideration. If a student's residence changes during the school year, he/she may finish the year at that school, but beginning the following school year, the student must attend the school according to his/her place of residence as determined by the Board of Education.

Any pupil transferring into the district is required to furnish a transcript of credits from his/her former school. He/She will be admitted on the word of his/her parent or guardian pending the receipt of a transcript or evidence of graduation from the eighth grade, if he/she is of high school age. The principal will attempt to place him/her at the same grade level and match the same subjects he/she had or was taking in the other school as nearly as possible. School officials may administer any test necessary to assist them in making this placement.



STUDENT ABSENCES AND EXCUSES

If a student has been absent from school, he/she must present a statement signed by a parent or guardian to the principal or his designee indicating the reason for the absence. If the student fails to bring an excuse to the principal upon returning to school, he/she must present an excuse to the principal within the next 24 hours of school attendance or the absence will be considered unexcused. From the principal or his designee, the student will obtain an admit slip to class. The admit slip must be presented and signed by each teacher. This is the responsibility of the student. If the student does not present the admit slip to each teacher, the teacher should consider an absence unexcused.

Absences fall into two categories, excused and unexcused.

1. Excused absence - Given for excused absence.
2. Unexcused absence - Given for non-valid reasons to be absent.



TRUANCY

Unauthorized absence from school is considered truancy and will be treated as such. This includes absence from any class, study hall, or activity during the school day for which a student is scheduled.

The district will take the initiative to see that all school resources and all other available supportive services are used to correct the truancy of a student. When these resources fail to correct the problem; the principal is authorized by the Board to start the legal action necessary for the enforcement of the Compulsory Attendance law. The district will comply with the following sections of the School Code of Illinois, concerning truancy. Sections 26-2A; 26-3; 26-6; 26-8; 26-3A; 26-8B; 26-10; and 26-12.

STUDENT DISMISSAL PRECAUTIONS

No staff member shall excuse any pupil from school prior to the end of the school day, or into any person's custody, other than the pupils parent or guardian, without the direct prior approval and knowledge of the building principal.

The building principal shall not excuse a pupil before the end of the school day without a request for the early dismissal by the student's parents. Telephone requests for early dismissal of pupils shall be honored only if the caller can be positively identified as the pupil's parent or guardian.

Additional precautions shall be taken by the school administration appropriate to the age of students, and as the needs arise.

STUDENT ATTENDANCE ACCOUNTING

The superintendent is responsible for establishing an accounting system for student attendance that will meet the requirements of the State of Illinois and The Edwards County District. The principal of each attendance center is in charge of carrying out this student attendance accounting system.

RELEASED TIME FOR RELIGIOUS INSTRUCTION

It shall be the policy of the Board to permit released time for students desiring to attend religious classes on a voluntary basis if a satisfactory plan can be worked out by the religious institution and the attendance centers involved.

## STUDENT RIGHTS AND RESPONSIBILITIES

### A. STUDENT RIGHTS

Student shall have the right to express themselves by speaking, writing, wearing, or displaying symbols of ethnic, cultural, or political values such as buttons, badges, emblems, and armbands; or through any mode of dress or grooming style; or through any other medium or form of expression; except that the principal may regulate expression, provided there is a factual basis for believing a specific form of expression by a specific student will cause or is causing substantial disruption of school activities. Students shall also have the right to refrain from expressing themselves. (See Note)

Comment. The courts have clearly indicated that the First Amendment rights of students do not stop at the door to the school house. The right of students to express themselves freely, in the absence of a finding of substantial disruption, has been firmly established. In exercising their freedom to assemble, students need not be allowed to disrupt or disturb classroom instruction or to unduly inconvenience school officials with untimely meetings.

The freedom of students to assemble in a nondisruptive time, place, and manner shall be preserved.

### B. STUDENT RESPONSIBILITIES:

1. To become informed of and adhere to reasonable rules and regulations established by local boards of education and implemented by school administrators and teachers.
2. To respect the rights and individuality of other students and school administrators and teachers.
3. To refrain from libel, slanderous remarks, and unnecessary obscenity in verbal and written expression.
4. To dress and groom in a manner that meets reasonable standards of health, cleanliness and safety.
5. To be punctual and present in the regular or assigned

school program to the best of one's ability.

6. To refrain from gross disobedience or misconduct or behavior that materially and substantially disrupts the educational process.
7. To maintain the best possible level of academic achievement.
8. To respect the reasonable exercise of authority by school administrators and teachers in maintaining discipline in the school and at school sponsored activities.

STUDENT DUE PROCESS RIGHTS

Before any disciplinary action is taken against a student, the student has a right to the due process guaranteed him by our Constitution. Any student accused of an action and threatened with punishment for this action has the right to request a hearing before the principal, with the student's parents attending if he or she desires. If the student is still dissatisfied, he or she may request a hearing before the superintendent of schools and, if still dissatisfied, may request a hearing before the Edwards County Board.

Before taking any disciplinary action the teacher or principal must advise the student of his or her right to a hearing.

STUDENT GOVERNMENT

In order to encourage student participation in the various activities of school life and to provide opportunity for training in the democratic processes, the schools of the district may maintain and operate student councils.

Such councils shall assist in improving the general welfare of all students and shall give students the opportunity to participate in the orderly working of the democratic process.

The administration and student council of any school shall keep channels of communication open, not only between themselves, but between all students and the council.



### STUDENT CONDUCT

The Board of Education of Edwards County Community Unit School District #1 believes that the primary function of its schools must be the preparation of all students for meaningful rewarding participation in our democratic society. Each student has the right to those educational experiences which will enable him/her to meet his/her present and future needs and to realize his/her individual potential for participation. This right will be respected and protected for each student so long as it does not result in behavior which denies to others the self-same right. This is a basic concept of democracy which must be progressively nurtured in all our students during their school years as a part of their normal physical, social and emotional maturation.

Every school district has the inherent right to require cooperation of its members, staff and students, in the performance of its educational function and to take appropriate action when the conduct of any of its members impedes, obstructs or threatens the harmony of the institution or the realization of its educational objectives.

In order to provide an equitable and just basis upon which to work toward the performance of its educational objectives free from the obstruction of disruptive influences either from within or without the school, the Board of Education has the responsibility to set forth policies clarifying the individual rights of students, standards of behavior and regulations designed to help each student conduct himself as a good citizen.

The rules and standards set forth in this policy apply to conduct on school premises or on school buses or involving school property, to conduct off school premises which directly affects other students or the school, and to conduct at school functions of any kind. It should be noted however, that this policy does not define all types and aspects of student behavior.

**Edwards County Community Unit School District #1**

STUDENT DRESS CODE

The responsibility for the appearance of the students in the Edwards County Schools rests with the parents and the students themselves so long as such attire is not destructive to school property or interferes with the educational process.

CARE OF SCHOOL PROPERTY BY STUDENTS

A good citizen knows the importance of taking care of public property. The schools and all of their equipment are public property. Good citizens will also do a little more than their fair share in caring for public property.

Students who damage property, unless by accident, will be required to pay for the damage done, which includes replacement and repair if possible. Whenever possible the students will be required to assist in the repair of the property.

STUDENT CONDUCT ON SCHOOL BUSES

While the law requires the school district to furnish transportation, it does not relieve parents of students from the responsibility of supervision until such time as the child boards the bus in the morning and after the child leaves the bus at the end of the school day.

Once a child boards the bus--and only at that time--does he or she become the responsibility of the school district. Such responsibility shall end when the child is delivered to the regular bus stop at the close of the school day.

In view of the fact that a bus is an extension of the classroom, the School Board shall require children to conduct themselves on the bus in the manner consistent with established standards for classroom behavior.

In cases when a child does not conduct himself properly on a bus, such instances are to be brought to the attention of the building principal by the bus driver.

Children who become a serious disciplinary problem on the school bus may have their riding privileges suspended by the principal and/or superintendent. In such cases, the parents of the children involved become responsible for seeing that their children get to and from school safely.

SMOKING BY STUDENTS

In keeping with regulations as prescribed by the fire marshall and recommended health practices, students are not permitted to smoke on school premises. Students violating the smoking regulations will be subject to suspension from school.

ALCOHOL/DRUG ABUSE/DANGEROUS WEAPONS

The Board recognizes its share of responsibility for the health, welfare, and safety of the students who attend the district's schools. The Board is concerned about the community problem of alcohol and drug abuse, and further recognizes that the illegal or inappropriate use of alcohol, narcotic drugs, depressants, and other controlled substances constitutes a hazard to the positive development of students.

Therefore, the Board wishes to emphasize the following:

1. A student is required to obey the same laws on school grounds and off. School authorities have the same responsibility as every other citizen to report violations of the law. The final disposition of any problem, however, will be determined by the building principal with due consideration of the welfare of the student and of any other relevant factors involved.
2. Discipline will be imposed independently of court action. Students may be subject to immediate suspension or expulsion for possession or use of illegal drugs , alcoholic beverages, or dangerous weapons, but the suspension or expulsion allows for hearing and review in the same manner as suspension or expulsion for any other reason.
3. If the situation warrants it, the principal should communicate all available information promptly to the police, and offer full cooperation of the administration and faculty in a police investigation.

STUDENT USE OF TOBACCO PRODUCTS

Students are not permitted to use tobacco products such as chewing tobacco or snuff on school premises. Students violating this regulation will be subject to disciplinary action from the school.

PREGNANT AND MARRIED STUDENTS

Marital, maternal, or paternal status shall not affect the rights and privileges of students to receive a public education nor to take part in any extracurricular activity offered by the school.

Pregnant students shall be permitted to continue in school in all instances when continued attendance has the sanction of the expectant mother's physician. The physician's approval of this continued attendance must be on file at the school. The school administration is authorized to make special arrangements for the instruction of pregnant students and to provide an educational program designed to meet their special needs.



## INTERROGATIONS AND SEARCHES

### Interviews With Police Officers/Other Officials

If a police officer wishes to question a child in school, he should explain the situation carefully and clearly to the principal in the privacy of the school office. After hearing the request the principal may, if he deems it advisable, permit some questioning of the child in the privacy of his office. Before allowing the interrogation of a pupil, the principal, feeling that the circumstances so require, may call the parents or guardian to ascertain if they would like to be present. If the principal is unable to be present, a teacher or the child's parents must be there. After the questioning, if there seems to be any further action needed, the principal will make every effort to notify a parent or guardian of the questioning and also of any information which was divulged in the conference. If there was any basis for the questioning, it is expected that the officer would immediately contact the parents.

The principal will always deem it his or her duty, in acting in the place of the parent, to protect the child, provide a normal and natural atmosphere, and make certain that the child is comfortable and at ease. The principal will first open the conference by speaking to the child and introduce him or her to the officer. The principal will also explain why the child has been called to the office for a conference. The principal will make certain that the child is questioned quietly and not in any way subjected to pressure by the officer.

### Release of Pupils to Law Enforcement Officers

In the absence of parental consent, the principal will release pupils to law enforcement officials only if a warrant is issued or if the arresting officer provides a written statement that he has seen the pupil commit a specific offense.

### High School Student Lockers

Although the lockers are assigned to each student, they still remain the property of the Edwards County Schools and may be opened by school authorities if it is suspected that they contain contraband materials. Every effort will be made however, to ensure student privacy. Lockers may be inspected

from time to time for cleanliness.

## STUDENT DISCIPLINE

One of the most important lessons education should teach is self-discipline. While it does not appear as a subject in the Edwards County Schools, it underlies the whole educational structure. It is the training that develops SELF CONTROL, CHARACTER, ORDERLINESS, AND EFFICIENCY. It is the key to good conduct and consideration for other people.

From time to time some people find it difficult to follow rules that are made to insure the greatest convenience for the greater number. Unfortunately continued infractions of rules of conduct by these few must be penalized.

Personal consideration for other people extends to fellow students as well as to faculty members and other supervisory personnel.

### Classroom Discipline

Students are to conduct themselves in the classroom in a manner which is conducive to a good learning environment. Disruptive behavior is an encroachment on the right of other students to realize maximum benefits from the class, and will not be accepted.

Students have the responsibility of observing the rules set up by the teacher and following the instructions given by the teacher. Problems of discipline which cannot be resolved by the teacher and student will be referred to the principal's office.

### School Bus Discipline

The rules and regulations governing the transporting of pupils to and from school are determined by the School Code of Illinois and the policies of the School Board of the Edwards County Community Unit School District #1. The purpose of these rules are to insure the safety of those individuals riding school buses. Students are expected to display the same good conduct on the bus as in a classroom.

Any misbehavior can be a distraction to the driver and endanger the lives of all students on the bus. Such behavior will not be tolerated and students who cannot

conduct themselves properly will not be permitted to ride the school bus for a period of time not to exceed 10 days as determined by the principal or superintendent. If conditions warrant, the administration may request expulsion for the remainder of the term.

### School Sponsored Functions

The same rules of conduct apply to all school sponsored functions as exist during the regular school day. Misconduct at school sponsored functions may result in disciplinary actions.

### Gross disobedience or Misconduct

Gross disobedience or misconduct, which may lead to suspension or expulsion of a student pursuant to the provisions of Section 10-22.6 of the Illinois School Code, shall include any activity or behavior which might reasonably lead school authorities to forecast substantial disruption or material interference with school activities, whether these activities take place in the school, on school property, on a school bus, or at a school sponsored function, and shall also include, but is not limited to, the following types of activities or behavior:

1. Repeated and willful behavior which constitutes disregard for the rules and regulations of the school.
2. Insubordination to any school personnel.
3. Acts which jeopardize the health, safety, and welfare of others.
4. Attempting to intimidate, directly or by subtlety, any school personnel or student.
5. Possession of, use of, or distribution of any substance which is otherwise unlawful for a student to possess, use, or distribute.
6. Excessive truancy, tardiness, or class-cutting after warnings.
7. Possession of any dangerous weapons.

8. Theft of property of the school, staff, or other students.
9. Fighting or assaulting any person.
10. Conducting demonstrations which interfere with the operation of the school.
11. Intentional damage to or destruction of school property or the property of school personnel or a fellow student.
12. Serious verbal abuse or use of profanity or obscenity to school personnel or a fellow student.

### CORPORAL PUNISHMENT

For purposes of enforcing discipline in the school, the teacher and other certified educational employees stand in relation of parents and guardians to the pupils and may administer reasonable corporal punishment in order to enforce reasonable rules.

The Illinois Office of Education regulation on corporal punishment, Document Number One, Section 2-8 recognizes that parents or guardians have the primary responsibility for the discipline of their child or ward. If the parents or guardians are opposed to the use of corporal punishment by school personnel, then they may request that their children or ward not be physically punished. The school must honor that request. Parents or guardians should direct a letter to the principal of the school stating their wishes on this matter for each child.



STUDENT SUSPENSION/STUDENT EXPULSION

The Constitution of the State of Illinois states that "a fundamental goal of the People of the State is the educational development of all persons to the limits of their capacities". (The constitution of the State of Illinois, Article X, Section 1.) However, when citizens act irresponsibly, violate the rights of others, or present an actual or threatened danger to persons or property, they are subject to lose some of their rights.

Such is the case with the right to an education. When a student commits acts of gross disobedience or misconduct, the right to an education may be temporarily forfeited. (Ill. Rev. Stat. 1973, Ch. 122, Sec. 10-22.6) But, no governmental agency, such as a school may deprive a citizen (student) of rights without due process of law. Due process is afforded to guarantee that the accused person has a chance to present a defense, to explain the circumstances of the alleged improper actions, or to attempt to prove innocence.

A Supreme Court opinion (Goss v. Lopez, 95 S. Ct. 729 (1975) has held that prior to the imposition of a suspension the following procedures shall be observed:

1. The suspending school official shall give the student oral or written notice of the charges and evidence to support the charges.
2. If the student denies the charges an opportunity shall be given the student to present an explanation in a conference with the suspending school official. The school official shall then inform the student whether or not the suspension is to be imposed.

The court also stated that students whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process may be immediately removed from school. In such cases, the requirements of notice and hearing shall follow as soon as practicable.

In addition to the procedures required by the United States Supreme Court, an Illinois statute (Ill. Rev.

Stat. 1973, Ch. 122, Sec. 10-22.6) and a Federal Court of Appeals decision (Linwood v. Board of Education City of Peoria School District #150, 463 F. 2d 763 (1972) ) outlined the following in suspension cases:

1. The student's parents must be notified immediately by the principal, or superintendent of the reason (s) for the suspension, including a copy of the rules and regulations allegedly violated, the number of days of the suspension (may not exceed 10 school days), (Ill. Rev. Stat. 1973, Ch. 122, Sec. 10-22.6) and the right to appeal the suspension to the local school board.
2. At the hearing conducted by the school board or a hearing officer appointed by the board, the student has the right to legal counsel at his/her own expense, the right to question the person who made the decision to suspend, the right to present and question witnesses, and the right to make a statement in his/her own behalf.
3. If requested by the student, the parent, or their representative, a transcript may be kept of the proceedings.
4. If the opinion of the school board upholds the suspension, the student and the parents shall be notified of the right of an appeal to the educational service region superintendent and then to the State Superintendent of Education.
5. If the suspension decision is reversed, all references in the student's records shall be removed, and the school shall afford whatever assistance is necessary to the student to make up school work missed.

In expulsion cases, the following is required: (Ill. Rev. Stat. 1973, Ch. 122, Sec. 10-22.6 Linwood. Supra)

1. The student and the students' parents shall be notified of the reasons for the expulsion, including a copy of the rules and regulations allegedly violated, the length of the expulsion (not to exceed the current school term) (Attorney General Opinion, 1974, File No. S-709), and the date, time, and place of the school board hearing. The expulsion shall not take place



until after the school board hearing.

2. At the hearing by the school board, the student has a right to counsel at his/her own expense, the right to question the person who made the recommendation to expel, the right to present and question witnesses, and the right to make a statement in his/her own behalf.
3. If requested by the student, the parent, or their representative, a transcript may be kept of the proceedings.
4. If the school boards' decision is to expel, the student and the student's parents shall be notified of the right of an appeal to the educational service region superintendent and then to the State Superintendent of Education.

The basic differences in suspension and expulsion are as follows:

1. A suspension is for a period not to exceed 10 school days; an expulsion is for a period not to exceed the school term.
2. The principal, or the district superintendent may suspend a student; only the local board of education may expel a student.
3. A student may be suspended prior to a hearing; a student may not be expelled until after a hearing.

In the interest of helping students, the school district may assist in providing or locating alternative educational opportunities for the suspended or expelled student. These alternative opportunities could include homebound or telephone instruction, reading lists, adult evening classes, or alternative school settings. The Illinois Office of Education provides assistance to school districts and students who want to know about alternatives within a school or off campus.

STUDENT WELFARE  
(Child Abuse)

The Superintendent of Schools is hereby directed to adopt administrative regulation to implement the Abused and Neglected Child Reporting Act, Chapter 23, Paragraph 2047, Section 4 of Laws of the State of Illinois.

STUDENT WELFARE  
(Child Abuse)

Any school personnel having reasonable cause to believe that any child with whom they have direct contact has been abused or neglected (i.e., burns, cuts, bruises, sexual, fractures, malnutrition, food and clothing) should contact the school nurse and/or counsel or/social worker IMMEDIATELY. No evidence shall be excluded for any reason regarding the alleged abuser or the child. All reports shall be confidential.

The principal shall be notified immediately of the alleged child abuse. He/She is responsible for notifying the Department of Children and Family Services, immediately by phone, of the injuries observed. After notifying the Department of Children and Family Services, the principal shall make every effort to notify the parents of the report made to the Department of Children and Family Services, and of the injuries observed. The principal shall also notify local law enforcement agencies and advise the Department of Children and Family Services that he/she has done or plans to do so. (The principal may elect to delegate these responsibilities to the nurse, counselor, social worker, or other appropriate staff members who may have previously established rapport with the family.) Following phone notification to the Department of Children and Family Services, a written report will be submitted to the Department of Children and Family Services within 24 hours. (State Form No. 242.) A copy of Form No. 242 will be retained in the child's health record. If parents were notified, documentation of the parent's explanation as to how injury and/or neglect occurred is necessary.

The Edwards County School District will expect notification of the disposition of the case from the Department of Children and Family Services within two weeks after the initial reports have been submitted.

The Illinois law states that any person, institution or agency, participating in good faith in the making of a report shall be immune from any liability, civil or criminal.

State of Illinois  
Department of Children and Family Services

CONFIRMING REPORT OF SUSPECTED ABUSED CHILD

TO: _____ (DCFS Office)	DATE: _____
RE: _____ (Child's Name)	_____ (Birthdate or Age)
_____ (Street Address)	_____
_____ (City)	_____ (County)

This is to confirm my oral report of \_\_\_\_\_, 19 \_\_\_\_, made in accordance with An Act for the reporting of certain cases of physical abuse, neglect or injury to children. (Ill. Rev. State., Ch. 23, Sec. 2042) My belief is based on the following observations: (Describe the nature of the child's condition including any evidence of previous injuries or disabilities, and any other information that you believe might be helpful in establishing the cause of such physical abuse, malnutrition, neglect or injury and the identity of the perpetrator.)

I have \_\_\_\_ have not \_\_\_\_ advised the child's family of my concern and of my report to the Department. I am willing \_\_\_\_ am not willing \_\_\_\_ to do so.

I believe \_\_\_\_ do not believe \_\_\_\_ the child is in immediate physical danger.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Title)

\_\_\_\_\_  
(Organization)

CFS-242-5  
(12/73)

Edwards County Community Unit School District #1

STUDENT INSURANCE

Student insurance will be made available under these guidelines and will be treated entirely as an administrative matter:

1. Scheduled or limited coverage will be offered in order to keep the premium within the reach of the majority of students. Once the student insurance has been selected and implemented, it becomes primarily a matter between the student (or parent) and the insurance company, with the school participating only to the extent of filling out and turning over to the student (or parent) that portion of the claim form necessary to certify the time, location, and circumstance of the accident, and to identify the student as a participant in the student insurance program.
2. The student insurance offered will be compulsory for all students participating in junior and senior high school athletics, shop classes, and vocational education unless they show proof that they are covered by similar accident insurance programs held by their parents.
3. The agency and/or underwriting company must provide knowledgeable local representation to follow up problem claims, answer questions concerning coverage and procedures, and generally expedite the entire program from the standpoint of communication among the claimant, doctor or hospital, and claims office.
4. No company will be allowed to alter its coverage or premium rate after the deadline for submitting proposals.



### STUDENT HEALTH SERVICES AND REQUIREMENTS

The purpose of the health service in the school is to help each child attend school in optimum health and to benefit from the school experience. With this purpose in mind, the nurse shall work to stimulate in every child the desire to safeguard his or her own health so that he or she may face the school experience with a healthy body and an eager mind. However, the school nurse is not to take over the responsibility that belongs to the parents. The training of a professional nurse does not qualify her to to prescribe or make diagnosis. Her work in the school will consist of identification of problems of health education, health promotion, and health correction.

The nurse employed by the school is a member of the school staff. In this capacity, she contributes to the overall educational program of the school. Since all of her functions shall have administrative and medical approval, she works closely with central administration, each principal in the individual schools, and with the medical society. The nurse also works with parents, teachers, administrators, school guidance personnel, doctors, dentists, and other agencies in helping students get appropriate attention for health problems. As a resource person to the teacher, the school nurse helps by securing health films, pamphlets, and charts.

PHYSICAL EXAMINATION OF STUDENTS

Pupils shall be required to have physical and dental examinations upon enrolling in kindergarten or first grade and upon entrance into the fifth grade and ninth grades and/or immediately prior to or upon entrance into Edwards County Schools as mandated by Section 27-8 of the School Code.

INOCULATIONS OF STUDENTS

In addition to physical and dental examinations, every child, prior to or upon entering kindergarten or first grade and every pupil entering the Edwards County Schools shall be immunized against measles, tetanus, diphtheria, poliomyelitis and pertussis. (Section 27-8 of the Statutes of the State of Illinois.)



COMMUNICABLE DISEASES

It shall be the duty of every school authority with knowledge of a known or suspected case or carrier of a communicable disease or a communicable disease death, to report promptly such case, suspected case, carrier or death in writing or by telephone to the local health authority in whose jurisdiction the patient resides.

Venereal disease reports shall be confidential.

ADMINISTERING MEDICINES TO STUDENTS

When a child requires daily or regular medication, the responsibility for administering such medication rests solely upon the parents. School employees should not undertake to administer medication as a matter of policy; however, school employees must in an emergency situation give first aid including medication if necessary.

### STUDENT SAFETY

The safety of students shall be assured through close supervision of students in all school buildings and grounds and through special attention to the following:

1. Maintaining a safe school environment (safety experts shall be called in periodically to inspect the physical condition of all buildings and grounds).
2. Observation of safe practices on the part of school personnel and students, particularly in those areas of instruction or extracurricular activities which offer special hazards.
3. Offering safety education to students as germane to particular subjects, such as laboratory courses in science, shop courses, and health and physical education.
4. Providing, through the services of the school nurse, first aid care for students in case of accident or sudden illness.

In addition to the above safety measures, school personnel shall be constantly on the lookout for suspicious strangers loitering in or near school buildings or seated in parked automobiles nearby. The principal shall notify the police if the circumstances seem to warrant it.

Teachers shall instruct students not to accept gifts or automobile rides from strangers, and the students will also be instructed to tell the teachers, their parents, police, or school patrols of any suspicious strangers.

STUDENT AUTOMOBILE USE

Pupils who have driver's licenses and show that they are careful and considerate drivers may be permitted to drive a vehicle to school. Upon arrival at school in the morning, the pupil is to park his/her vehicle. It is not to be used until lunch and/or dismissal time. Pupils will not be permitted to sit in or loiter about any vehicles while parked. A pupil may not drive his/her car from the school grounds during the time school is in session unless permission is granted by the principal. Any student not abiding by this policy may have his/her privileges removed.

STUDENT AWARDS AND SCHOLARSHIPS

All honors and awards presented to the students by the schools shall serve as an incentive to enrichment of their school program and a stimulation to their level of thinking and living. All honors, awards, and scholarships presented by the schools shall be awarded strictly on the merits of the students receiving them.

STUDENT VOLUNTEERS FOR SCHOOL AND PUBLIC SERVICE

The Board encourages the utilization of student volunteers in the educational program (e.g., student librarians, student office helpers, etc.) and in useful community services. However, student volunteers must be capable of carrying out the additional load without endangering their academic achievement. Therefore, all student volunteers shall be expected to maintain their grades, attend all classes, and recognize that the activity to which they are volunteering their services is secondary to their primary goal of getting an education.

Teachers and members of the community are encouraged to check with the guidance counselor and the principal before students are sought for volunteer help, to make sure that the student can afford academically to undertake the additional responsibility.

### EMPLOYMENT OF STUDENTS

#### Work Permits (minors 14-16)

The Illinois Child Labor Law is very specific in the description of legal employment for minors. Work permits for minors, 14-16, will be granted by the superintendent, only when the following requirements have been met:

1. A statement of intention to employ by the prospective employer, stating type and proposed hours of work.
2. Birth certificate.
3. Physical examination record.
4. Accompanied by parent or guardian.
5. The student cannot work during school hours.

The law prohibits employment in certain hazardous occupations and work between hours of 7:00 p.m. and 7:00 a.m.

A comprehensive coverage of laws relating to this age group will be found in Sec. 31 of Chapter 48 of the School Code.

#### Work Permits (16 and over)

Work permits for minors over 16 may be secured by presenting a birth certificate at the Office of the Superintendent of Schools.

No school time may be missed for work, with the exception of study halls, for only one hour a day, all students must maintain a passing grade in each subject in order to keep a work permit valid.

### STAFF-STUDENT RELATIONS

Staff members shall be expected to regard each student as an individual and to accord each the rights and respect due any individual. The role of staff shall be seen as resource persons, aides, leaders and guides in the learning processes. Staff members shall provide for the fullest self-determination by each student in regard to his or her learning program, consistent with district and local goals and with optimum opportunities for all students. Students shall be treated with courtesy and consideration. Neither insults nor sarcasm should be used before a student's peers as a way of forcing compliance with a staff member's requirements or expectations.

Each student is urged to regard staff members as people with specific knowledge and capabilities which can be well utilized to advance the student's own knowledge and development.

Students shall be expected to regard staff members as individuals, employed to provide direct or indirect contributions to learning. While students are to have considerable latitude in making choices for themselves, they shall be required to respect the right of staff members (and other students, as well) and interference with those rights shall not be condoned. No student shall have the right to interfere with the efforts of instructional staff to coordinate or assist in learning, to disseminate information for purposes of learning, or to otherwise implement a learning program. Nor shall a student have the right to interfere with the motivation to learn or the learning activities and efforts of other students.



## STUDENT RECORDS

### POLICY AND PROCEDURE CONCERNING STUDENT RECORDS

#### I. Scope

Pursuant to and in accordance with the guidelines set forth in the Revised 1974 Circular Series A, #160 of the State Superintendent of Public Instruction, State of Illinois and Education Amendments - Title V, Section 439, P.L. 93-330, the following shall be the policy relative to student records in Edwards County Community Unit District #1, Albion, Illinois.

#### II. Collection and Control

Information collected by employees of the School Board is collected solely for the purposes of meeting the demands of State statutes and providing for the educational needs of students.

All personnel engaged in the gathering of information from a student or his parent or guardian must honor the trust of the giver of that information and assure that it is used confidentially and for the purposes for which it was collected.

Strictest care must be exercised by all persons assigned control of student records permitting access only to qualified persons. Uppermost concern shall be exercised in protecting the confidentiality of information contained in the student records.

Building principal shall be the designated school official assigned responsibility for the safekeeping of records of students currently enrolled in their respective buildings. This includes responsibility for storage access, maintenance, transfer and release.

#### III. Student Records Definition and Categories

A. Definition: Student records shall be defined as any material concerning individual students maintained in any form by the school board and the employees of the School Board

B. Cumulative Records shall include:

1. Identifying information: student's name, birthdate, sex, race, name and address of parent(s) or legal guardian(s).
2. Academic work completed (course list and credits).
3. Level of achievement (grades and achievement test scores.)
4. Attendance data.

C. Temporary records include verified information of clear importance, but not absolutely necessary to the school in helping the child or protecting others. Included in this category are data pertaining to:

1. Intelligence and aptitude tests.
2. Interest inventories.
3. Health information
4. Family background
5. Systematically gathered teacher or counselor ratings or observations.
6. Verified reports of serious or recurrent behavior patterns.
7. Professional case study reports:

Professional case studies include, but are not limited to, evaluations and reports prepared by psychologists, counselors, social workers, nurses and special education personnel. They may contain interpretations and opinions based both on direct observations and information received in confidence from the students as well as parents and other sources. Professional case study reports shall be stored separately from cumulative and temporary records (see Section VI, B).

- D. Information not included in the definition of cumulative or temporary records above shall not be placed in the student's individual records.

#### IV. Dissemination of Student Information

No information from student records shall be released to persons or agencies outside the Edwards County System without a properly signed authorization for release or a legal directive.

##### A. Release to Parents and Students

All records on a student shall be open to that student's parent(s) or guardian(s). Such records shall also be open to the student with the consent of one parent or guardian, except that consent is not required for any student above the age of 14.

Appropriately trained professional personnel shall be present to provide assistance needed to enable the student, parent or guardian to understand the material contained in the records.

A request from parent, guardian or student to examine applicable student records shall be complied with within 45 days of the time the request is made.

##### B. Release without parental or guardian consent

1. Other school officials, including teachers, within the district who have a legitimate interest and who are involved with promoting the welfare of the student.
2. The State Superintendent and his officers and subordinates within the statutory limitation.
3. Federal education or civil rights agencies, upon notification to the Office of Education.
4. Persons and agencies as directed by judicial order or a subpoena.
5. With written consent of student over age 16, records custodians may provide copies of stu-

dent records or summaries thereof as appropriate to the educationally and occupationally associated needs of the student.

### C. Transfer of Records

1. Within Edwards County Community Unit School District #1
  - a. Upon completion of the highest grade in the elementary school, the losing principal shall conduct a records review and purge and forward both cumulative and temporary data for each student concerned to the Edwards County High School principal.
  - b. It shall be the responsibility of the building principal or his designated representative to review the records prior to mailing to ascertain accuracy, completeness and applicability of the material contained therein.
  - c. Professional case study reports may be mailed to the student's new school upon receipt of a release signed by a parent or guardian or by the student if over age 16. Prior to mailing, the outside of the envelope should be prominently marked "CONFIDENTIAL."

### V. Other Data Releases

Student information provided as a result of requests from post secondary educational institutions and/or prospective employers shall be limited to a copy of the cumulative records materials. A request, signed by the student or parent must be received prior to releasing any data.

### VI. Records Maintenance

- A. An annual review of temporary and permanent records shall be performed by custodians of each specific record to determine adequacy, accuracy and currency of material contained therein.
  1. Records defined under III, B are to be maintained permanently.

2. Records defined under III, c are to be evaluated yearly. Records which are judged to have educational value and good cause for retention will be maintained until graduation or expected graduation from high school.

#### B. Storage

Both cumulative and temporary records shall be stored in a securely locked file. The building principal shall be responsible for limiting access to that file to those persons having professional need for information contained therein. Professional case studies as defined herein shall be maintained in a secure location separate from the other records with access strictly controlled to admit only those persons with specific need to know the information contained therein.

#### C. Disposition

1. Cumulative records shall be permanently accessible at the High School officer after: graduation, transfer, or other termination of education in the Edwards County Community Unit School District #1.
2. Temporary Records
  - a. Shall be destroyed after graduation from high school.
  - b. Upon transfer of student to another school, shall be handled in accordance with Part IV, C, 2 above.
3. Non-graduate Files

Records for non-graduates and transfers for which no subsequent request is received from another school shall be held for temporary storage. All records except the Permanent Record Card shall be destroyed following graduation and/or expected graduation date.
4. Records destruction shall be by burning.



## VII. Rights to Appeal

Students and parents shall have the right to appeal for the removal of any item in the student's temporary records file or to request that a rebuttal to any item be placed in the record. Written requests for modification of records shall be submitted to the building principal having control of the student record. The principal may choose to accept the modification or may refer the matter to the school district superintendent for subsequent consideration for submission to the Edwards County Community Unit District #1 Board of Education.

SECTION K: SCHOOL-COMMUNITY RELATIONS		
Policy	Rule	Exhibit
Consult <b>The School Administrator's Guide to the EPS/NSBA System</b> , 1975 revised edition, for a full explanation of the codes and descriptors which follow. Use the checklist to record the contents of your own district policy manual. Your checkmarks will indicate which descriptors are covered in your manual.		
x		KA School-Community Relations Goals
		KAA School-Community Relations Priority Objectives
		KB Public Information Program
x		KBA Public's Right to Know
		KBB School-Sponsored Information Media
x		KBC News Media Relations
x		KBCA News Releases
		KBCB News Conferences and Interviews
x		KBCC News Media Services at Board Meetings (Also BDDI)
		KBCD Broadcasting and Taping of Board Meetings (Also BDDJ)
		KBCE Sports and Special Events News Coverage
		KBD Speaker Services
x		KBE Bond Campaigns (Also FD)
		KBF Use of Students in Public Information Program
x		KC Community Involvement in Decisionmaking (Also ABA)
x		KD Public Participation at Board Meetings (Also BDDH)
		KE Staff Participation in Community Activities (Also GBF)
		KF Community Instructional Resources (Also IIC)
		KFA Special Interest Materials (Also IIAD)
x		KG Community Use of School Facilities
		KGA Public Sales on School Property
		KGB Public Conduct on School Property
		KGC Smoking on School Premises at Public Functions
x		KH Public Gifts to the Schools
		<i>SN Pertains to gifts offered by individuals or groups to either the district-at-large or to individual schools or school organizations. See also GBI, Staff Gifts and Solicitations and JL, Student Gifts and Solicitations.</i>
		KI Public Solicitations in the Schools
		<i>SN Pertains to charity appeals and fund-raising campaigns for special purposes. See also IGDF, Student Fund-Raising Activities; GBI, Staff Gifts and Solicitations; and JL, Student Gifts and Solicitations.</i>
		KJ Advertising in the Schools
x		KK Visitors to the Schools
x		KL Public Complaints
		KLA Public Complaints About Policies
		KLB Public Complaints About the Curriculum or Instructional Materials
		KLC Public Complaints About Facilities or Services
x		KLD Public Complaints About School Personnel

## (Continued)

Section K—2nd of 2 pages



### SCHOOL-COMMUNITY RELATIONS GOALS

The Board shall interpret the educational program to the people and invite discussions and suggestions on important educational policies, and shall attempt, at all times, to represent the entire community rather than any single group or section. To this end the Board establishes the following school-community relations goals:

1. To develop intelligent citizens understanding of the school system in all aspects of its operation.
2. To determine how the citizenry feels about the school system and what it wishes the school system to accomplish.
3. To develop citizen understanding of the need for adequate financial support for a sound educational program.
4. To help citizens assume a more direct responsibility for the quality of education the school system provides.
5. To earn the good will, respect, and confidence of the citizenry in the personnel and services of the school system.
6. To bring about citizen understanding of the need for the improvement and what must be done to facilitate essential change.
7. To involve citizens in the work of the Board and the solving of its educational problems.
8. To invite the assistance, cooperation, and understanding of elected and appointed town officials and committees in the development of educational programs and facilities.
9. To promote a genuine spirit of cooperation between the Board and community in sharing leadership for the improvement of the community.

### PUBLIC'S RIGHT TO KNOW

The Board of Education recognizes the right of the public to information concerning all of its actions, its policies, and the details of its educational and business operations. The Board encourages study, discussion, and active participation by all concerned in the promotion of the best possible program of education in the community. When deemed necessary, the Board may utilize the advice and assistance of interested individuals and groups in the solution of its educational and financial problems.

In recognizing the cooperating organizations in the Edwards County Community Unit District #1 and by encouraging their active participation in educational policymaking, the Board wishes to make it clear that in no way does it wish to escape its responsibility to the citizens of the community as the official governing body responsible for the final decision on all matters of policy and educational programs. The Board accepts the following basic principles that are essential to a good public relations program:

1. The Board will transact business in meetings which the press, the public, and school employees are welcome to attend, and at which time communications, both oral and written, will be received and considered.
2. The Board will function as speedily and as efficiently as circumstances will permit, and always with due regard for the public interest.
3. Board members will familiarize themselves with the work of the school system in all major areas and shall bring to the professional direction of the schools the viewpoint, the knowledge, and the wisdom of the community.
4. The Board will make provision for recording proceedings of all meetings. Minutes of all Board meetings shall be considered matters of public record.
5. The Board will keep in mind that maintaining the confidence and respect of the community is of paramount importance to the success of the educational program of the district.

Edwards County Community Unit School District #1

NEWS MEDIA RELATIONS

The Board encourages a policy of sound relations with the press and other communication media in the community and surrounding geographical area.

NEWS RELEASES

All publicity released by or on behalf of the Edwards County Schools, excepting accounts of student activities, PTA notices, and columns written regularly by individuals students or staff members for the school paper or local papers, shall be cleared through the office of the supervising principal of the school. This procedure shall be followed in order to avoid duplication of material, maintain a consistent policy with regard to school publicity, and to compile a file of releases and pictures as a protection to the school district.

NEWS MEDIA SERVICES AT BOARD MEETINGS

The Board believes that one of the paramount responsibilities of a board of education is to keep the public informed of its problems, deliberations, policies, and actions. Therefore, the Board encourages the attendance of press representatives at all meetings excepting executive sessions.

1. A copy of the agenda and agenda materials will be sent in advance to members of the working press who request it. Additionally, all reports approved by the Board shall be considered matters of official record and shall also be made available to the press. However, reports-in-progress on which the Board has taken no final action shall be released only on the Board's authority as "tentative reports".
2. In order that the Board may transact its business with dispatch, questions from the press will not be entertained while meetings are in progress. However, a representative of the Board will be available after each meeting to answer reporters' questions and to clarify points of discussion and action.

In the event that representatives of the news media are unable to attend a meeting, they shall be provided upon request with a summary of important Board actions.

BOND CAMPAIGNS

While the Board may, and should, provide the public with information on school building needs, it may not use district funds to advocate "yes" votes on bond issues.

It is the policy of the Board to activate a Citizens Advisory Committee to examine building needs in advance of any building program so that the committee may make its finding known both to the Board and to the public.

As the need for bond issue support arises, a Citizens Committee for Better Schools may be encouraged for the purpose of promoting the passage of the bond issue and collecting funds needed for such promotion.

COMMUNITY INVOLVEMENT IN DECISIONMAKING

The Board believes the schools belong to the people whom they are created to serve. It herefore intends that all reasonable efforts should be exerted to identify the desires of the community and to be responsive through its actions to these desires. These are the two major ways in which the will of the community shall influence the development of Board policies:

1. Board members themselves will remain mindful that they are elected to represent the people of the district.
2. All citizens of the district will be en-ouraged to express ideas, concerns, and judgments about the schools through such means as (a) written suggestion (s) or proposal(s); (b) presentations at hearings; (c) responses to surveys made through interviews; written instruments, or other means; (d) comments at meetings of the Board, and (e) service on citizens advisory committees.



**PUBLIC PARTICIPATION AT BOARD MEETINGS**

The Board desires citizens of the district to attend its sessions so that they may become better acquainted with the operation and programs of the schools and that the Board may have opportunity to hear the wishes and ideas of the public. Meetings of the Board shall be open to the press and public. However, the Board reserves the right to meet privately for executive sessions as allowed by Chapter 102, Sections 41-46 of the Illinois Revised Statutes. This section of the statutes is officially titled An Act In Relation to Meetings, and is regularly referred to as "The Open Meeting Law". While some deliberations may occur in a closed meeting, all action must, occur in open session.

In order to assure that persons who wish to appear before the Board may be heard and, at the same time, conduct its meetings properly and efficiently, the Board adopts as policy the following procedures and rules pertaining to public participation at Board meetings.

1. Anyone wishing to speak before the Board either as an individual or as a member of a group, should inform the superintendent of the desire to do so and of the topic to be discussed as early as possible, but at least four days before the meeting. This will permit orderly scheduling of public remarks on the meeting agenda.
2. Any individual desiring to speak shall give his or her name, address, and the group, if any, that is represented.
3. The presentation should be as brief as possible. Unless an extension of time is granted, a speaker shall be limited to five minutes.
4. Speakers may offer such objective criticisms of school operations and programs as concern them. But in public session, the Board will not hear personal complaints of school personnel nor against any person connected with the school system. Other channels provide the Board consideration and disposition of legitimate complaints involving individuals.

The Board vests in its president or other presiding officer authority to terminate the remarks of any individual when they do not adhere to the rules established above.



Persons appearing before the Board are reminded, as a point of information, that members of the Board are without authority to act independently as individuals in official matters. Thus, questions may be directed to individual Board members, but answers must be deferred pending consideration by the full Board.

### COMMUNITY USE OF SCHOOL FACILITIES

The Board subscribes to the notion that the public schools are owned and operated by and for its patrons and that the schools become an integral part of the community in terms of its intellectual and social expression and development. To this end the Board endorses the public use of school facilities.

Authorization for use of school facilities shall not be considered as endorsement of or approval of the activity group or organization nor the purposes they represent.

School-sponsored activities shall have first priority. The right to authorize use of school facilities shall be retained by the Board and/or superintendent through the building principals. Such use will be determined by the district policy and will be only at such times as the facilities required are free from district curricular and extracurricular activities.

#### General Procedures and Guidelines

1. Request should be made 48 hours in advance.
2. A custodian or some other responsible school employee should be present during the activity. The employee's pay shall be determined by the employee and the organization using the facility.
3. School facilities should not be available for private parties, showers, picnics or dinners.
4. The principals will be responsible for maintaining an accurate calendar of all school facilities by school and community groups.
5. The Board shall determine all fees for use of district facilities. Fees will apply to church groups, youth meetings, lodges, Rotary, Legion, V.F.W., Farm Bureau, A.S.C.S., elevators, and feed or fertilizer companies. Those exempt from paying this fee are scouts, 4-H, Baton groups, groups of educational interest, PLT.A., P.T.O., and school banquet groups.
6. Sponsoring organizations should provide sufficient

competent adult and/or special supervision, and the amount and type of adequate supervision will be agreed upon at the time authorization is issued.

7. Alcoholic beverages will not be permitted in school facilities or on school property at any time and smoking will be allowed only in specified areas.
8. All applicants for use of district facilities shall hold the Edwards County School District #1 free and without harm, from any loss or damage liability or expense that may arise during or be caused in any way by such use or occupancy of district facilities. Also, in the event that property loss or damage is incurred during such use or occupancy of district facilities, the amount of damage shall be decided by the superintendent and approved by the Board and a bill for damages will be presented to the group using or occupying the facilities during the time the loss or damage was sustained.

Any exceptions to the above procedures and guidelines shall be at the discretion of the building principal so long as the intent and purposes of this policy is not jeopardized.

PUBLIC GIFTS TO THE SCHOOLS

Gifts which may serve to enhance and extend the work of the schools may be received by the district. It shall be the general policy of the district to direct those who desire to make contribution to consider equipment or services that are not likely to be acquired from public fund expenditures. Equipment contributed to the schools becomes the property of the district and is subject to the same controls and regulations that govern the use of other school-owned property.

VISITORS TO THE SCHOOLS

The Board encourages visits by citizens, taxpayers, and parents to all our school buildings. Visitors should report to the office of the building they plan to visit. They should leave their name and find out the schedule of class exchange or subject change so as not to interrupt the students in the middle of a lesson or class.

### PUBLIC COMPLAINTS

The Edwards County Board of Education endorses the policy of the National School Boards Association, "that factual materials relating to both sides of controversial issues of local, state, national, and international importance should be presented in the classrooms..." The Board, accepting its responsibility to have controversial issues and/or materials examined in the schools, expects that its entire professional staff, administrators, and teachers, will assure that the issues to be examined or material to be used are appropriate to the curriculum; appropriate to the maturity level of the student; and are presented in an unbiased, balanced way.

The Board also recognizes its responsibility to and the rights of citizens who are concerned over controversial issues and/or materials. These rights include the right to expect the impartial presentation of controversial issues; the right to secure information from school officials; and the right to file formal protests with the full expectation that they will receive a courteous and prompt reply. Individual citizens do not have the right, however, to suppress the study or examination of issues about which they hold strong opinions or beliefs.

Constructive criticism of the schools is welcomed by the Edwards County Board of Education whenever it is motivated by a sincere desire to improve the quality of the educational program or to equip the schools to do their tasks more effectively. The Board has, however, confidence in its professional staff and desires to support their actions in order that they be free from unnecessary, spiteful, or negative criticism and complaints. Therefore, whenever a complaint is made directly to the Board as a whole or to a Board member as an individual, it will be referred to the school administration for study and possible solution.

The Board expects that the administration will develop a procedure for receiving complaints courteously and that it will take steps to make a proper reply to the complainant. If resolution of the problem seems unlikely at the building level either party is encouraged to refer the matter to the superintendent for his review.

The Board will consider hearing citizen complaints when they cannot be resolved by the administration. Matters referred to the Board should be in writing and should be specific in terms of the action desired. The Board will not consider or act on complaints that have not been explored at the appropriate administrative level.



PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL

Constructive criticism of the schools is welcome through whatever medium when it is motivated by a sincere desire to improve the quality of the education program and to equip the schools of this district to their task more effectively.

The Board places trust in its employees and desires to support their actions in such manner that employees are freed from unnecessary, spiteful, or negative criticism and complaints.

Whenever a complaint is made directly to the Board as a whole or to a Board member as an individual, it shall be referred to the school administration for study and possible solution. The individual employee involved shall be advised of the nature of the complaint and shall be given every opportunity for explanation, comment, and presentation of the facts as he or she sees them.

It is appears necessary, the administration, the person who made the complaint, or the employee involved may request an executive session of the Board for the purposes of fuller study and a decision by this body. Generally all parties involved, including the school administration, shall be asked to attend such a meeting for the purposes of presenting additional facts, making further explanations, and clarifying the issues. Hearsay and rumor shall be discounted as well as emotional feelings except those directly related to the facts of the situation.

The Board shall conduct such meetings in as fair and just manner as possible.



### RELATIONS WITH GOVERNMENTAL AUTHORITIES

The Edwards County Schools serve the children, the parents, and all the residents of the county, and it is to their interest to relate the functions of the Board of Education to other agencies concerned with the security, safety, health, and well being of the citizenry.

The Board and its administrative officers welcome all who seek to serve the residents of Edwards County to participate with them in the planning and execution of such projects as will be mutually beneficial to the residents of Edwards County.

RELATIONS WITH POLICE AUTHORITIES

It is the policy of the schools to cooperate with law enforcement agencies in the interest of the larger welfare of all citizens. At the same time, schools have the responsibility to parents for the welfare of the students while they are in the care of the school. To carry out this responsibility school officials should observe the following:

1. A student in school may not be interrogated by any authority without the knowledge of the school official.
2. Any interrogation must be done in private with an official school representative present.
3. A student may not be released into the custody of persons other than parent or legal guardian, unless placed under arrest by a legal authority with a proper warrant.
4. If a student is removed from the school by a legal authority, parents should be notified of this action by school officials as soon as possible.

SECTION L: EDUCATION AGENCY RELATIONS		
Policy	Rule	Exhibit
		Consult <b>The School Administrator's Guide to the EPS/MSBA System</b> , 1975 revised edition, for a full explanation of the codes and descriptors which follow. Use the checklist to record the contents of your own district policy manual. Your checkmarks will indicate which descriptors are covered in your manual.
X		LA Education Agency Relations Goals
		LAA Education Agency Relations Priority Objectives
X		LB Relations With Other Schools and School Districts
		LBA Shared Services
		LBB Cooperative Educational Programs
X		LC Relations With Education Research and Service Centers
		LD Relations With Cultural Institutions
		<i>SN Pertains to museums, public libraries, and the like.</i>
X		LE Relations With Colleges and Universities
X		LEA Student Teaching and Internships
		LEB Advanced College Placement (Also IGCD)
X		LF County Education Agency Relations
X		LG State Education Agency Relations
X		LH Federal Education Agency Relations
X		LI Relations With Educational Accreditation Agencies
		LJ Professional Visitors and Observers

EDUCATION AGENCY RELATIONS GOALS

The Board appreciates the place and importance of an educational system in its greater environment, which includes other organizations and institutions dedicated to education. It believes that much is gained through cooperative endeavors with other agencies.

In order to make a maximum contribution to education, within the school district and to other educational agencies, the Board establishes thses broad goals:

1. To encourage liaison with other educational and non-educational agencies.
2. To supply educational services to and/or share with other educational and noneducational agencies.

RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS

The Board will cooperate with other districts in matters of mutual benefit. The superintendent is encouraged to explore areas of mutual benefit with the administrative officers of other districts and to recommend desirable courses of action.

RELATIONS WITH EDUCATION RESEARCH AND SERVICE CENTERS

The superintendent is authorized to cooperate as far as possible with colleges, universities, and other recognized research agencies in promoting potentially useful research and services.

RELATIONS WITH COLLEGES AND UNIVERSITIES

The Board desires that staff and students of this school district benefit in every feasible way from resources provided by the colleges and universities of our area. The superintendent is to keep the Board informed of all opportunities for shared and cooperative services between the district and institutions of higher learning. Additionally, staff members are encouraged to seek out and utilize the services of college and university faculty members who are willing to serve our schools as instructional resource persons.

### STUDENT TEACHING AND INTERNSHIPS

The Board, recognizing its responsibility to improve the quality of teacher training and the contributions student teachers can make, encourages and authorizes the superintendent to arrange for the supervision and training of a reasonable number of such teachers each year.

The importance of the teacher training function to the future of education and the need to assure high quality performance in our schools require student teachers to be placed with experienced teachers of demonstrated competence. While no staff member will be required to supervise practice teachers, it is felt that professionally interested teachers will volunteer to do so from time to time. Teachers new to the district and those having three years or less teaching experience normally will not be asked to undertake such responsibilities. Only exceptionally strong teachers will be permitted to take the responsibility of supervising student teachers for more than one semester in a school year.

Recognizing the special skills and expertise of the teacher training institutions and their staff, the Board authorizes the superintendent to honor those reasonable rules, regulations, and training guidelines of the teacher training institution.

The teacher training institution will be expected to provide liaison personnel who will discuss with the building principal and with the teacher to whom the student is assigned the broad objectives which the institution believes should be sought for the student. Such personnel are free to visit the classrooms to observe the practice teacher at work.

It is expected that the teacher training institution will arrange the schedule of the student teacher to provide sufficient time in the classroom in order that continuity of experience for the practice teacher and the students is insured.



EDUCATIONAL SERVICE REGION, ILLINOIS STATE  
BOARD OF EDUCATION, AND ILLINOIS OFFICE OF  
EDUCATION RELATIONS

The Board declares its desire to work in close cooperation and harmony with the Edwards-Wabash-Wayne and White County Educational Service Region, the Illinois State Board of Education and the Illinois Office of Education. The superintendent is instructed to pay close attention to this matter and to establish healthy communications and relationships as well as to work cooperatively in every way for the advancement of the Edwards County Schools.

FEDERAL EDUCATION AGENCY RELATIONS

In addition to its interest in being informed of the availability of federal education funds, the Board is also desirous that the administrative and instructional staffs be fully informed concerning any services or publications beneficial to our school district that may be available from federal education agencies such as the U.S. Office of Education, the National Institute for Education, the ERIC Clearinghouse, and the Bureau of Indian Affairs.

RELATIONS WITH EDUCATIONAL ACCREDITATION AGENCIES

It shall be the policy of the Board to seek the highest status of membership for the Edwards County High School in the Northcentral Association of Colleges and Secondary Schools, cooperating in the Association's evaluations of the high school and considering its recommendations.

## THE EPS/NSBA CODE FINDER INDEX

□ **HOW TO USE THIS INDEX.** This index will help you find quickly the place where all descriptors belong in the EPS/NSBA system for filing and coding school board policies. It will also serve as a guide to placement for some 1,000 additional terms which do not appear in the system. The filing system will be found after divider tabs A through L in all copies of the 1975 revised Reference Manual and revised "B" binders supplied for use as local district policy manuals.

**Official EPS Descriptors.** There are about 650 separate terms which are employed as codified line items in the EPS system. In this index these "official" terms always appear in roman type and with their appropriate code letters. The first three under the bold-face category, **Absences**, are:

G CBD	Professional Staff Leaves and Absences
J ED	Student Absences and Excuses
G DBD	Support Staff Leaves and Absences

The first letter of each code names the section in the classification system where these three descriptors will be found. The G CBD and G DBD descriptors, for example, appear in SECTION G—PERSONNEL. The J ED descriptor appears in SECTION J—STUDENTS.

**Other Terms.** In addition to the bold-face categories (e.g., **Absences**; **Administration**; etc.) there are many alternate terms indexed—terms which relate to school board policy-making but do not conform in wording to the official descriptors. These terms are set in italic type and do not carry a code. The first of these which is indexed is a synonym for the EPS descriptor Early Graduation. It is *Accelerated Graduation*.

**"Use" and "See" References.** All italicized terms carry "Use" and/or "See" references. For indexing purposes, the instruction "Use" means use (i.e., look up) the given EPS descriptor. Example:

*Activities Fees* (Use "Student Activities Fees")

Student Activities Fees *is* the appropriate EPS descriptor. By looking up Student Activities Fees, one will find the code for this descriptor.

The instruction "See" has three meanings as these examples indicate:

*Accidental Death and Dismemberment Insurance* (See "Insurance")

*Accountability* (See discussion in *The School Administrator's Guide to the EPS/NSBA Policy Development System*, 1975 revised edition.)

*Assistant Principals* (See "Job Descriptions")

The first—See "Insurance"—directs the reader to a bold-faced category where a choice of several placements for AD&D Insurance are available. The second directs the reader outside the index to a discussion contained in the administrator's EPS handbook. The third—See "Job Descriptions"—directs the reader to an important note that appears with the italicized term, *Job Descriptions*.

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It should be noted that this index, as a guide to coding policies, is a supplementary aid. Codifiers should regard the classification system itself and the Administrator's Guide as the primary guide to how to file a policy document. ■

**Absences**

G CBD	Professional Staff Leaves and Absences
J ED	Student Absences and Excuses
G DBD	Support Staff Leaves and Absences
I K	Academic Achievement
I B	Academic Freedom
	<i>Accelerated Graduation</i> (Use "Early Graduation")
I KEB	Acceleration
E CAA	Access to Buildings
	<i>Accidental Death and Dismemberment Insurance</i> (See "Insurance")
E BB	Accident Prevention and Procedures
E BBB	Accident Reports
A G	Accomplishment Reporting to the Public
	<i>Accountability</i> (See discussion in <i>The School Administrator's Guide to the EPS/NSBA Policy Development System</i> , 1975 revised edition.)
D I A	Accounting System
L I	Accreditation Agencies
	<i>Acting Administrator Appointments</i> (Use "Temporary Administrative Arrangements")
	<i>Acting Superintendent of Schools</i> (Use "Temporary Administrative Arrangements." See also "Job Descriptions.")
	<i>Activities Fees</i> (Use "Student Activities Fees")
	<i>Adjourned Board Meetings</i> (See "Meetings" and use appropriate existing descriptor(s) or break out new descriptor in BD sequence.)
J HCD	Administering Medicines to Students
	<b>Administration</b>
C A	Administration Goals
B FE, CHD	Administration in Policy Absence
C GB	Adult Education Program Administration
C AA	District Administration Priority Objectives
C	General School Administration
C F	School Building Administration
C G	Special Programs Administration
C GA	Summer Program Administration
C GC	State and Federal Programs Administration
I LB	Test Administration
C A	Administration Goals
B FE, CHD	Administration in Policy Absence
	<i>Administrative Consultants</i> (Use "Program Consultants")
C E	Administrative Councils, Cabinets, and Committees
C J	Administrative Intern Program
C C	Administrative Organization Plan
	<i>Administrative Personnel</i> (See discussion of classification of personnel in <i>The School Administrator's Guide to the EPS/NSBA Policy Development System</i> , 1975 revised edition.)
	<i>Administrative Regulations</i> (Use "Administrative Rules")
C L	Administrative Reports
	<b>Administrative Rules</b>
C HC	Administrative Rules Dissemination
B FCA, CHB	Board Review of Administrative Rules
C HA	Development of Administrative Rules
C HC	Administrative Rules Dissemination
	<i>Administrators</i> (See "Job Descriptions")
J ECBA	Admission of Exchange Students
J ECBB	Admission of Interdistrict Transfer Students
J ECB	Admission of Nonresident Students
J ECA	Admission of Resident Students

	<b>Admissions</b>
DFEA	Free Admissions
DFE	Gate Receipts and Admissions
	<b>Adoption</b>
IFD	Curriculum Adoption
IIAC	Library Materials Selection and Adoption
BFC	Policy Adoption
IIAB	Supplementary Materials Selection and Adoption
ILA	Test Selection and Adoption
IIAA	Textbook Selection and Adoption
IGEA	Adult Basic Education
	<b>Adult Education</b>
IGEA	Adult Basic Education
CGB	Adult Education Program Administration
IGE	Adult Education Programs
IGEB	Adult High School Programs
IGEC	Adult Occupational Education
CGB	Adult Education Program Administration
IGE	Adult Education Programs
	<i>Adult High School Diplomas</i> (Use "Adult High School Programs")
IGEB	Adult High School Programs
IGEC	Adult Occupational Education
IGCD,LEB	Advanced College Placement
	<i>Advertising Bids</i> (See "Bidding")
KJ	Advertising in the Schools
BCF	Advisory Committees to the Board
	<i>Advisory Councils</i> (Use "Advisory Committees to the Board" or "Administrative Councils, Cabinets, and Committees.")
	<i>Advisory School Board</i> (Use "Advisory Committees to the Board" or break out new descriptor under this term.)
	<i>Affirmative Action</i> (Use "Contractor's Fair Employment Clause," "Equal Opportunity Employment," and/or "Nondiscrimination.")
BDDDB	Agenda Format
BDDC	Agenda Preparation and Dissemination
	<i>Age of School Entrance</i> (Use "Entrance Age")
	<i>Agricultural Education</i> (Use "Basic Instructional Program" or break out new descriptor in IGA sequence.)
	<i>Aides</i> (See "Job Descriptions")
	<i>Alarms</i> (Use "Warning Systems")
	<b>Alcohol</b>
JFCH	Alcohol Use by Students
IGAG	Teaching About Drugs, Alcohol, and Tobacco
JFCH	Alcohol Use by Students
IGBH	Alternative School Programs
ING	Animals in the School
HM	Announcement of Final Negotiated Agreement
	<i>Annual Board Meeting</i> (Use "Board Organizational Meeting")
DB	Annual Operating Budget
	<i>Annual Report</i> (Use "School District Annual Report")
	<i>Annuities</i> (See "Fringe Benefits" or use "Superintendent's Compensation and Benefits.")
	<i>Antidiscrimination</i> (Use "Nondiscrimination")
KNAD	Anti-Poverty Authorities
BCC	Appointed Board Officials
	<i>Appointment of Architect</i> (Use "Selection of Architect")
	<i>Appointment of Consultants</i> (See "Consultants")
	<i>Appointment of School Attorney</i> (Use "School Attorney")
	<i>Appointment of Staff Members</i> (See "Hiring")
	<i>Appraisals</i> (Use "Audits," "Purchasing Procedures," or "Construction Cost Estimates and Determinations.")



	<i>Apprenticeship Training</i> (Use "Occupational Education" or "Work Experience Opportunities.")
CHCA	<i>Appropriations</i> (See "Revenues" and/or use "Facilities Capitalization Program.") Approval of Handbooks and Directives <i>Arbitration</i> (Use "Impasse Procedures") <i>Architect Selection</i> (Use "Selection of Architect")
GCEA GDEA	Arrangements for Professional Staff Substitutes Arrangements for Support Staff Substitutes <i>Arson Protection</i> (Use "Buildings and Grounds Security") <i>Assaults</i> (Use "Public Conduct on School Property," "Staff Protection," and/or appropriate subcategories in "Student Conduct" and "Student Discipline" sequences.)
INE	Assemblies <i>Assessment of Needs</i> (Use "Facilities Planning" or "Curriculum Research." See also discussion of the principles of accountability in <i>The School Administrator's Guide to the EPS/NSBA Policy Development System</i> , 1975 revised edition.) <b>Assignment</b>
JECD	Assignment of Students to Classes
JECC	Assignment of Students to Schools
GCI	Professional Staff Assignments and Transfers
GDI	Support Staff Assignments and Transfers
JECD	Assignment of Students to Classes
JECC	Assignment of Students to Schools <i>Assistant Principals</i> (See "Job Descriptions") <i>Assistant Superintendents</i> (See "Job Descriptions") <i>Associate Superintendents</i> (See "Job Descriptions") <i>Associations</i> (Use "School Board Memberships" or "Professional Organizations.") <i>Athletics</i> (Use "Interscholastic Athletics") <i>Athletics Director</i> (See "Job Descriptions") <b>Attendance</b>
JEA	Compulsory Attendance Ages
JEG	Exclusions and Exemptions From School Attendance
JC	School Attendance Areas
JE	Student Attendance
JEE	Student Attendance Accounting <i>Attendance Accounting</i> (Use "Student Attendance Accounting," "Professional Staff Time Schedules," or "Support Staff Time Schedules.") <i>Attendance Officer</i> (Use "Student Attendance Accounting" and also see "Job Descriptions.") <i>Attendance Rewards</i> (Use "Student Awards and Scholarships") <i>Attorney for the Board</i> (Use "School Attorney") <i>Audiovisual Aids</i> (Use "Supplementary Materials Selection and Adoption." Also see "Instructional Materials.") <i>Audiovisual Director</i> (See "Job Descriptions") <i>Auditing Activity Funds</i> (Use "Audits" and/or "Student Activities Funds Management.") <i>Auditorium Use by Public</i> (Use "Community Use of School Facilities")
DIE	Audits <i>Authority of Board Members</i> (Use "Board Member Authority")
DGA	Authorized Signatures
EDC	Authorized Use of School-Owned Materials <i>Automobile Use by Students</i> (Use "Student Automobile Use") <i>Automotive Shop Repair</i> (Use "Income From School Shop Sales and Services") <i>Awarding Contracts</i> (See "Contracts") <i>Awards</i> (Use "Student Awards and Scholarships" and "Recognitions for Accomplishment.")

## B

*Baccalaureate Services* (Use "School Ceremonies and Observances")  
*Band and Orchestra Performances* (Use "Student Performances")  
*Band Instruments Maintenance* (Use "Maintenance and Control of Instructional Materials")  
*Band Uniforms* (Use "Student Fees, Fines, and Charges" if appropriate or break out descriptor under "Student Performances.")  
*Banking* (Use as appropriate "Depository of Funds," "Staff Funds Management," or "Student Activities Funds Management," or break out new descriptor for student banking program in Section J.)  
*Bank of Deposit* (Use "Depository of Funds")  
*Bargaining* (Use "Negotiations")  
*Bargaining Agent* (Use "Board Negotiating Agents")  
*Basic Education* (Use "Basic Instructional Program")  
 IGA Basic Instructional Program  
*Behavior Code* (Use "Student Conduct" and/or appropriate subcategories.)

### **Benefits**

GCBC Professional Staff Fringe Benefits  
 CBD Superintendent's Compensation and Benefits  
 GDBC Support Staff Fringe Benefits

*Bereavement Leave* (See "Leaves")

*Bible Readings* (Use "School Ceremonies and Observances" but see comment in *The School Administrator's Guide to the EPS/NSBA Policy Development System*, 1975 revised edition.)

*Bicycles* (Use "Student Bicycle Use")

### **Bidding**

DJC Bidding Requirements  
 FEF Construction Contracts Bidding and Awards  
 DJC Bidding Requirements  
 IGBF Bilingual Instruction

*Bill Payment Authorization* (Use "Payment Procedures")

*Black Studies* (Use "Basic Instructional Program" or break out new descriptor in IGA sequence.)

### **Board**

BCF Advisory Committees to the Board  
 BCC Appointed Board Officials  
 BCE Board Committees  
 FG Board Inspection and Acceptance of New Facilities  
 BDD Board Meeting Procedures  
 BBAA Board Member Authority  
 BHD Board Member Compensation and Expenses  
 BBFA Board Member Conflicts of Interest  
 BHB Board Member Development Opportunities  
 BHE Board Member Insurance  
 BBBB Board Member Oath of Office  
 BBBA Board Member Qualifications  
 BBD Board Member Removal From Office  
 BBC Board Member Resignation  
 BH Board Member Services  
 HE Board Negotiating Agents  
 BHC Board Office Facilities and Services  
 BCB Board Officers  
 BA Board Operational Goals  
 BCA Board Organizational Meeting  
 BF Board Policy Development  
 BFCA,CHB Board Review of Administrative Rules  
 BCI Board Staff Assistants  
 BG,GBD Board-Staff Communications  
 BCD Board-Superintendent Relationship



BDDJ,KBCD	Broadcasting and Taping of Board Meetings
BCH	Consultants to the Board
AFA,BK	Evaluation of School Board Operational Procedures
BDDG	Minutes of Board Meetings
BHA	New Board Member Orientation
BDDI,KBCC	News Media Services at Board Meetings
BDDA	Notification of Board Meetings
BC	Organization of the Board
BAA	Priority Objectives of Board Operations
BDDH,KD	Public Participation at Board Meetings
BDA	Regular Board Meetings
BDDK	Reporting Board Meeting Business
BHBA	School Board Conferences, Conventions, and Workshops
BBB	School Board Elections
BBF	School Board Member Ethics
B	School Board Governance and Operations
BB	School Board Legal Status
BI	School Board Legislative Program
BD	School Board Meetings
BJ	School Board Memberships
HD	School Board Negotiating Powers and Duties
BBA	School Board Powers and Duties
BE	School Board Work Sessions and Retreats
BDB	Special Board Meetings
BBE	Unexpired Term Fulfillment of Board Members
BDDF	Voting Method at Board Meetings
	<i>Board Annual Meeting</i> (Use "Board Organizational Meeting")
	<i>Board Approval for Purchasing</i> (Use "Purchasing Authority")
	<i>Board Attorney</i> (Use "School Attorney")
	<i>Board Chairman</i> (Use "Board Officers")
	<i>Board Clerk</i> (Use "Board Officers" or "Appointed Board Officials.")
BCE	Board Committees
	<i>Boarding School Students</i> (If special policies are required, break out descriptor in JF sequence.)
FG	Board Inspection and Acceptance of New Facilities
BDD	Board Meeting Procedures
	<i>Board Meetings</i> (Use "School Board Meetings")
BBAA	Board Member Authority
BHD	Board Member Compensation and Expenses
BBFA	Board Member Conflicts of Interest
BHB	Board Member Development Opportunities
BHE	Board Member Insurance
BBBB	Board Member Oath of Office
BBBA	Board Member Qualifications
BBD	Board Member Removal From Office
BBC	Board Member Resignation
BH	Board Member Services
	<i>Board Member Term of Office</i> (Use "School Board Legal Status")
	<i>Board Member Travel</i> (Use "Board Member Compensation and Expenses")
HE	Board Negotiating Agents
	<i>Board of Directors</i> (See "School Board")
	<i>Board of Education</i> (See "School Board")
BHC	Board Office Facilities and Services
BCB	Board Officers
	<i>Board of Trustees</i> (See "School Board")
BA	Board Operational Goals
BCA	Board Organizational Meeting
BF	Board Policy Development
	<i>Board President</i> (Use "Board Officers")
BFCA,CHB	Board Review of Administrative Rules

EEACA	Bus Driver Examination and Training
EEBC	Business and Personnel Transportation Insurance
EEBD	Business and Personnel Transportation Records and Reports
EEB	Business and Personnel Transportation Services <i>Business Manager</i> (See "Job Descriptions")
KMG	Business Organizations <i>Bus Safety Inspection</i> (Use "School Bus Maintenance") <i>By-Laws</i> ("By-Laws," or the Board's own rules of procedures, are regarded as policies in the EPS/NSBA system.)

## C

	<i>Cabinets</i> (Use "Administrative Councils, Cabinets, and Committees")
	<i>Cable Television</i> (Use "Instructional Television")
	<i>Cadet Teachers</i> (Use "Student Teaching and Internships")
	<i>Cafeterias</i> (Use "Food Services Management")
	<i>Cafeteria Workers</i> (See "Job Descriptions")
	<i>Calendar</i> (Use "School Calendar")
	<i>Camps</i> (Use "School Camps")
	<i>Campus Police</i> (Use "Buildings and Grounds Security")
	<i>Capital Equipment Purchasing</i> (See "Purchasing")
	<i>Capitalization</i> (Use "Facilities Capitalization Program")
	<i>Career Education</i> (Use "Occupational Education")
JFCB	Care of School Property by Students
	<i>Carnegie Unit</i> (Use "Graduation Requirements")
DM	Cash in School Buildings
	<i>Censorship</i> (Use "Academic Freedom," "Instructional Materials," "Public Complaints About the Curriculum or Instructional Materials," "Student Publications," or "Underground Student Publications," as appropriate.)
	<i>Census</i> (Use "School Census")
	<i>Ceremonies</i> (Use "School Ceremonies and Observances," "Graduation Exercises," or "Patriotic Exercises.")
	<i>Certificated Personnel</i> (See discussion of classification of employees in <i>The School Administrator's Guide to the EPS/NSBA Policy Development System</i> , 1975 revised edition.)
	<i>Certification</i> (Use "Professional Staff Hiring." Also see "Job Descriptions.")
	<i>Chairman of the Board</i> (Use "Board Officers")
	<i>Change Orders</i> (Use "Purchasing Procedures" or "Construction Contracts Bidding and Awards.")
	<i>Chaperones</i> (Use "Supervision of Students")
	<i>Checking Accounts</i> (Use "Depository of Funds" or "Authorized Signatures.")
DGB	Check-Writing Services
	<i>Child Abuse Reporting</i> (Use "Student Safety" and also see "Records" and "Reports.")
KMD	Churches
	<i>Citizens' Committees</i> (Use "Advisory Committees to the Board" and/or "Community Involvement in Decisionmaking.")
IGAA	Citizenship Education
	<i>City Government</i> (Use "Relations With Local Governmental Authorities")
	<i>Civil Defense Alarms</i> (Use "Warning Systems")
KNAL	Civil Defense Authorities
	<i>Civil Defense Plans</i> (Use "Emergency Plans")
	<i>Civil Rights of Minors</i> (Use "Student Rights and Responsibilities" and/or "Student Due Process Rights.")
	<i>Class Gifts</i> (Use "Student Gifts and Solicitations")
	<i>Classified Personnel</i> (See discussion of classification of employees in <i>The School Administrator's Guide to the EPS/NSBA Policy Development System</i> , 1975 revised edition.)
INH	Class Interruptions

IKC	Class Rankings <i>Classroom Materials</i> (See "Instructional Materials") <i>Classroom Organization</i> (Use "Instructional Arrangements" or "Grouping for Instruction.")
IHB EGB	Class Size Clerical Services <i>Closed Board Meetings</i> (Use "Executive Sessions") <i>Closed-Circuit Television</i> (Use "Instructional Television") <i>Clubs</i> (Use "Student Organizations") <i>Coaches</i> (See "Job Descriptions")
IGD	Cocurricular and Interscholastic Programs <i>Collecting Taxes</i> (Use "Revenues From Local Tax Sources") <i>Collective Bargaining</i> (Use "Negotiations") <i>Collegebound Guidance</i> (Use "Guidance Program") <i>College Courses</i> (Use "Advanced College Placement") <i>College Preparatory Program</i> (Use "Basic Instructional Program" or break out new descriptor in IGA sequence.)
LE	Colleges and Universities <i>College Track</i> (Use "Grouping for Instruction") <i>Commercial Track</i> (Use "Grouping for Instruction")
AF	Commitment to Accomplishment <b>Committees</b>
CE	Administrative Councils, Cabinets, and Committees
BCF	Advisory Committees to the Board
BCE	Board Committees
JHCC	Communicable Diseases <i>Communications With Staff and Public</i> (Use "Board-Staff Communications" and "Public Information Program.") <i>Community Activities and Performances</i> (Use "Student Performances" or "Community Use of School Facilities.") <i>Community Advisory Council</i> (Use "Advisory Committees to the Board") <i>Community College Program</i> (Use "Extended Instructional Programs" or break out new descriptor in IGC sequence.) <i>Community Fund-Raising Activities</i> (Use "Public Solicitations in the Schools" or break out new descriptor under this term.)
IIC,KF ABA,KC	Community Instructional Resources Community Involvement in Decisionmaking <i>Community Resource Guides</i> (Use "Community Instructional Resources")
IICB	Community Resource Persons
KG	Community Use of School Facilities <b>Compensation</b>
BHD	Board Member Compensation and Expenses
GCB	Professional Staff Contracts and Compensation Plans
CBD	Superintendent's Compensation and Benefits
GDB	Support Staff Contracts and Compensation Plans <i>Competitive Food Sales</i> (Use "Vending Machines") <b>Complaints</b>
KL	Public Complaints
KLC	Public Complaints About Facilities or Services
KLA	Public Complaints About Policies
KLD	Public Complaints About School Personnel
KLB	Public Complaints About the Curriculum or Instructional Materials
GBM	Staff Complaints and Grievances
JFH	Student Complaints and Grievances <i>Complimentary Athletic Passes</i> (Use "Free Admissions") <i>Comprehensive High School Program</i> (Use "Basic Instructional Program" or break out new descriptor in IGA sequence.)
JEA	Compulsory Attendance Ages
IIBG	Computer Assisted Instruction



KGB	<b>Conduct</b>
GBCB	Public Conduct on School Property
JFC	Staff Conduct
EEACC,JFCC	Student Conduct
	Student Conduct on School Buses
	<i>Conference Periods for Teachers</i> (Use "Professional Staff Time Schedules")
	<b>Conferences</b>
IKAD	Parent Conferences
GCLA	Professional Staff Visitations and Conferences
BHBA	School Board Conferences, Conventions, and Workshops
GDLA	Support Staff Visitations and Conferences
IKAC	Student Conferences
	<b>Conflicts of Interest</b>
BBFA	Board Member Conflicts of Interest
GBCA	Staff Conflicts of Interest
	<i>Congressional Representatives</i> (Use "School Board Legislative Program" and/or "Relations With Federal Governmental Authorities.")
	<i>Conservation Education</i> (Use "Basic Instructional Program" or break out new descriptor in IGA sequence.)
	<b>Construction</b>
FEF	Construction Contracts Bidding and Awards
FED	Construction Cost Estimates and Determinations
FECB	Construction Plans and Specifications
FEH	Construction Project Insurance Program
FEI	Construction Project Records and Reports
FE	Facilities Construction
FEG	Supervision of Construction
FEF	Construction Contracts Bidding and Awards
FED	Construction Cost Estimates and Determinations
	<i>Construction Field Checks and Inspections</i> (Use "Supervision of Construction")
FECB	Construction Plans and Specifications
FEH	Construction Project Insurance Program
FEI	Construction Project Records and Reports
	<b>Consultants</b>
BCH	Consultants to the Board
CK	Program Consultants
BCH	Consultants to the Board
	<b>Consulting Activities</b>
GCQAA	Professional Staff Consulting Activities
CBF	Superintendent's Consulting Activities
IGDH	Contests for Students
	<i>Contingent Funds</i> (Use "Types of Funds")
	<i>Continuing Contracts</i> (See "Tenure" and "Contracts.")
	<i>Contracted Bus Service</i> (Use "Student Transportation Services")
	<i>Contracted Services</i> (See "Contracts")
IHI	Contracting for Instruction
FEFB	Contractor's Affidavits and Guarantees
FEFA	Contractor's Fair Employment Clause
	<b>Contracts</b>
FEF	Construction Contracts Bidding and Awards
IHI	Contracting for Instruction
IHIA	Performance Contracting
GCB	Professional Staff Contracts and Compensation Plans
GBC	Superintendent's Contract
GDB	Support Staff Contracts and Compensation Plans
	<i>Controversial Issues</i> (Use "Teaching About Controversial Issues")
INC	Controversial Speakers
	<i>Conventions</i> (See "Conferences")
LBB	Cooperative Educational Programs
DJE	Cooperative Purchasing

JGA	<i>Coordinators</i> (See "Job Descriptions")
	<i>Copyright Protection Notices</i> (Use "Printing and Duplication Services")
	Corporal Punishment
	<i>Correspondence Courses</i> (Use "Extended Instructional Programs" or break out new descriptors in IGC sequence.)
	<i>Cost Estimates</i> (Use as appropriate "Purchasing Procedures" or "Construction Cost Estimates and Determinations.")
	<i>Councils</i> (Use "Advisory Committees to the Board" or "Administrative Councils, Cabinets, and Committees.")
	<i>Counseling and Guidance</i> (Use "Guidance Program")
	<i>Counselors</i> (See "Job Descriptions")
	County Education Agency Relations
	<i>County Government</i> (Use "Relations With County Governmental Authorities")
LF	<i>Course Outlines</i> (Use "Curriculum Guides and Course Outlines")
	<i>Courses of Study</i> (Use "Curriculum Guides and Course Outlines" and/or various appropriate subcategories of "Curriculum Design.")
	<i>Credit Hours</i> (Use "Graduation Requirements")
	<i>Criteria for Evaluation</i> (See "Evaluation")
	<i>Crossing Guards</i> (Use "Traffic and Parking Controls" or "Student Safety Patrols.")
	<i>Culture-Free Tests</i> (Use "Test Selection and Adoption")
	Curriculum Adoption
	<i>Curriculum Centers</i> (Use "Instructional Materials Centers")
	Curriculum Design
	Curriculum Development
IFD	<i>Curriculum Directors</i> (See "Job Descriptions")
	Curriculum Guides and Course Outlines
	<i>Curriculum Libraries</i> (Use "Instructional Materials Centers" or "Professional Libraries.")
	Curriculum Research
	Custodial Services
	<i>Custodian of School Moneys</i> (Use "Appointed Board Officials")
	<i>Custodians</i> (See "Job Descriptions")
IG	
IF	
IFE	
IFA	
ECC	

## D

JFCJ	<i>Damage to School Property</i> (Use "Vandalism," "Care of School Property by Students," or "Public Conduct on School Property.")
	Dangerous Weapons in the Schools
	Data Management
	<i>Day</i> (Use "School Day")
	<i>Day Care Centers</i> (If centers are operated as a service to staff members, break out new descriptor in GB sequence. If they are operated as a service to students who are parents, break out new descriptor in Section J.)
	<i>Deadline for Budget</i> (Use "Budget Deadlines and Schedules")
	<i>Deans</i> (See "Job Descriptions")
	<i>Debt Limitation</i> (Use "Tax and Debt Limitations")
	<i>Decentralization</i> (If decentralization is a goal, use "School District Goals and Objectives." If decentralization has been accomplished, use as appropriate "The People and Their School District," "Community Involvement in Decisionmaking," and/or "School Board Powers and Duties.")
	<b>Decisionmaking</b>
ABA,KC	Community Involvement in Decisionmaking
	Staff Involvement in Decisionmaking
	Student Involvement in Decisionmaking
	<i>Deductions From Pay</i> (Use "Salary Deductions")
	<i>Defacement of School Property</i> (Use "Vandalism," "Care of School Property by Students" and/or "Public Conduct on School Property.")
	<i>De Facto Segregation</i> (Use as appropriate "Nondiscrimination," "School Attendance Areas," and/or "Equal Educational Opportunities.")
ABB,GBB	
ABC,JFB	

	<i>Delinquent Behavior</i> (Use "Student Discipline" and/or appropriate subcategories.)
	<i>Delivery Services</i> (Use "Mail and Delivery Services")
	<i>Demographic Projections</i> (Use "Enrollment Projections")
	<i>Demonstrations by Students</i> (Use "Student Demonstrations and Strikes")
	<i>Demonstration Schools</i> (Use "Curriculum Research" or "Pilot Projects.")
	<i>Demonstrations of Products</i> (Use "Sales Calls and Demonstrations")
	<i>Dental Hygienists</i> (See "Job Descriptions")
	<i>Departmentalization</i> (Use "Organization of Instruction")
	<i>Department Chairman</i> (See "Job Descriptions")
DG	Depository of Funds
	<i>Desegregation</i> (Use as appropriate "Nondiscrimination," "School Attendance Areas," and/or "Equal Educational Opportunities.")
	<i>Destaffing</i> (Use "Reduction in Professional Staff Work Force" and "Reduction in Support Staff Work Force.")
JGB	Detention of Students
DBE	Determination of Budget Priorities
	<i>Determination of Evaluative Criteria</i> (See "Evaluation")
	<i>Determination of Low Bidder</i> (See "Bidding")
CHA	Development of Administrative Rules
	<i>Development of Policies</i> (Use "Board Policy Development")
	<b>Development Opportunities</b>
BHB	Board Member Development Opportunities
GCL	Professional Staff Development Opportunities
CBE	Superintendent's Development Opportunities
GDL	Support Staff Development Opportunities
	<i>Devotionals</i> (Use "School Ceremonies and Observances" but see comment in <i>The School Administrator's Guide to the EPS/NSBA Policy Development System</i> , 1975 revised edition.)
IHF	Differentiated Staffing
	<i>Diplomas</i> (Use "Graduation Requirements" and/or "Adult High School Programs.")
	<i>Direct Affiliate Membership in the National School Boards Association</i> (Use "School Board Memberships")
	<i>Directives</i> (Use "Approval of Handbooks and Directives")
	<i>Directive System</i> (Use "Policy Development System")
	<i>Directories</i> (See "Publications")
	<i>Directors</i> (See "Job Descriptions")
	<i>Disadvantaged Students</i> (Use "Programs for Disadvantaged Students")
	<i>Disaster Drills</i> (Use "Emergency Plans" and/or appropriate subcategories.)
EBCA	Disaster Plans
	<i>Discharge of Staff Members</i> (See "Termination of Employment")
	<i>Discipline</i> (Use "Student Discipline")
	<i>Disease Prevention</i> (Use "Communicable Diseases")
	<b>Dismissal</b>
GCPD	Suspension and Dismissal of Professional Staff Members
GDPD	Suspension and Dismissal of Support Staff Members
	<i>Dismissal Precautions</i> (Use "Student Dismissal Precautions")
	<i>Disposing of School Property</i> (Use "School Properties Disposal Procedure")
	<i>Disruptive Students</i> (Use "Student Conduct" or "Student Discipline," and/or related subcategories of either descriptor.)
DBF	Dissemination of Budget Recommendations
	<i>Dissemination of Information</i> (Use as appropriate "Policy Dissemination," "Reporting Board Meeting Business," "Administrative Rules Dissemination," and/or "School-Sponsored Information Media.")
	<i>Distribution of Supplies and Equipment</i> (Use "Material Resources Management" or appropriate subcategories.)
	<i>Distributive Education</i> (Use "Occupational Education" or "Work Experience Opportunities.")
CAA	District Administration Priority Objectives
	<i>District Annual Meeting</i> (Use "School Board Elections" or "Board Organizational Meeting.")



	<i>Domicile Requirements for Staff</i> (Use as appropriate "Recruitment and Appointment of Superintendent," "Professional Staff Hiring," and/or "Support Staff Hiring.")
	<i>Donations</i> (See "Gifts")
	<i>Double Sessions</i> (Use "School Day")
	<i>Drills</i> (Use "Emergency Plans" and/or appropriate subcategories.)
IGAJ	Driver Education
	<i>Dropouts</i> (Use "Student Withdrawal From School")
	<b>Drugs</b>
JFCI	Student Drug Abuse
IGAG	Teaching About Drugs, Alcohol, and Tobacco
	<i>Dual Enrollment</i> (Use as appropriate "Advanced College Placement," "Relations With Other Schools and School Districts," and/or "School Admissions" or appropriate subcategories.)
	<i>Due Process</i> (Use "Student Due Process Rights." The concept of due process will also apply to other descriptors pertaining to relations with staff, students, and public that are too numerous to list here.)
	<i>Duplicating Services</i> (Use "Printing and Duplicating Services")
	<b>Duties</b>
CBA	Qualifications and Duties of Superintendent
HD	School Board Negotiating Powers and Duties
BBA	School Board Powers and Duties
	<i>Duties of Board Officers</i> (Use "Board Officers")
	<i>Duties of Staff Members</i> (See "Job Descriptions")
	<i>Duty-Free Lunch</i> (Use "Professional Staff Time Schedules")

## E

	<i>Early Childhood Education</i> (Use "Basic Instructional Program" or break out new descriptor in IGA sequence.)
IKFA	Early Graduation
L	Education Agency Relations
LA	Education Agency Relations Goals
LAA	Education Agency Relations Priority Objectives
	<i>Educational Audits</i> (See "Evaluation")
AD	Educational Philosophy
FEA	Educational Specifications
	<i>Educational Television</i> (Use "Instructional Television")
LC	Education Research and Service Centers
	<i>Eighteen-Year-Old Students</i> (Use "Students of Legal Age")
KNAC	Election Authorities
	<i>Elections</i> (Use "School Board Elections")
	<i>Elementary School Curriculum</i> (Use "Basic Instructional Program")
EBCD	Emergency Closings
	<i>Emergency Communications</i> (Use "Emergency Plans" and appropriate subcategories.)
EBC	Emergency Plans
	<i>Emergency Repairs</i> (See "Maintenance")
	<i>Emotionally Disturbed Students</i> (Use "Programs for Handicapped Students")
	<i>Employee Bargaining Rights</i> (Use "Negotiations Legal Status" or "Scope of Negotiations.")
	<b>Employment</b>
JK	Employment of Students
GBA	Equal Opportunity Employment
GCE	Part-Time and Substitute Professional Staff Employment
GDE	Part-Time and Substitute Support Staff Employment
JK	Employment of Students
	<i>Encumbrances</i> (Use "Fiscal Accounting and Reporting")
	<i>Endowment Funds</i> (Use "Grants From Private Sources")
IGBI	English as a Second Language
	<i>English Instruction</i> (Use "Basic Instructional Program" or break out new descriptor in IGA sequence.)

	<i>Enrichment Programs</i> (Use "Extended Instructional Program" or break out new descriptor in IGC sequence.)
	<i>Enrollment of New Students</i> (Use "School Admissions" and appropriate subcategories.)
FBB	Enrollment Projections
JEB	Entrance Age
KNAM	Environmental Authorities
	<i>Environmental Education</i> (Use "Basic Instructional Program" or break out new descriptor in IGA sequence.)
	<i>Environmental Impact Plans</i> (Use "Facilities Planning" or "Facilities Development Plans and Specifications.")
	<i>EPS/NSBA Coding System</i> (Use "Policy Development System")
JB	Equal Educational Opportunities
GBA	Equal Opportunity Employment
	<i>Equipment and Supplies Management</i> (Use "Material Resources Management")
FECC	Equipment Plans and Specifications
	<i>Equivalency Certificates</i> (Use "Adult High School Programs")
	<b>Ethics</b>
BBF	School Board Member Ethics
GBC	Staff Ethics
	<i>Ethnic Studies</i> (Use "Basic Instructional Program" or "Human Relations Education.")
	<i>Evacuation of Building</i> (Use "Emergency Plans" and appropriate subcategories.)
	<b>Evaluation</b>
AFH	Evaluation of Evaluators
AFE,IM	Evaluation of Instructional Programs
AFC,GCN	Evaluation of Professional Staff
AFA,BK	Evaluation of School Board Operational Procedures
AFF,EJ	Evaluation of Support Services
AFD,GDN	Evaluation of Support Staff
AFB,CBG	Evaluation of the Superintendent
IFC	Pilot Project Evaluation
AFG	Use of Independent Evaluators
AFH	Evaluation of Evaluators
AFE,IM	Evaluation of Instructional Programs
AFC,GCN	Evaluation of Professional Staff
AFA,BK	Evaluation of School Board Operational Procedures
AFF,EJ	Evaluation of Support Services
AFD,GDN	Evaluation of Support Staff
AFB,CBG	Evaluation of the Superintendent
	<i>Evaluative Criteria</i> (See "Evaluation")
	<b>Evaluators</b>
AFH	Evaluation of Evaluators
AFG	Use of Independent Evaluators
	<i>Evening Sessions</i> (Use as appropriate "School Day," "Extended Instructional Programs," and/or "Adult Education Programs," or subcategories of these terms.)
	<b>Examinations</b>
EEACA	Bus Driver Examination and Training
IKAA	Final Examinations
JHCA	Physical Examinations of Students
GBE	Staff Health and Safety
	<i>Exceptional Students</i> (Use "Special Instructional Programs and Accommodations" and/or appropriate subcategories.)
	<i>Exchange Students</i> (Use "Admission of Exchange Students")
GCQC	Exchange Teaching
JEG	Exclusions and Exemptions From School Attendance
	<i>Excuses for Student Absences</i> (Use "Student Absences and Excuses")
BDC	Executive Sessions
	<i>Exemptions From Attendance</i> (Use "Exclusions and Exemptions From School Attendance")
	<i>Exemptions From Physical Activities</i> (Use "Assignment of Students to Classes")



	<i>Expenditure of Funds</i> (Use as appropriate "Purchasing," "Payment Procedures," and/or "Budget Implementation.")
DLC	Expense Reimbursements
	<b>Expenses</b>
BHD	Board Member Compensation and Expenses
DLC	Expense Reimbursements
	<i>Experimental Programs</i> (Use "Pilot Projects" or "Curriculum Research.")
	<i>Expulsion</i> (Use "Student Expulsion")
IGC	Extended Instructional Programs
	<i>Extended School Day</i> (Use "School Day")
ICB	Extended School Year
	<i>Extra Class Activities</i> (Use "Cocurricular and Interscholastic Programs" and appropriate subcategories.)
	<b>Extra Duty</b>
GCKA	Professional Staff Extra Duty
GDKA	Support Staff Extra Duty

## F

FC	Facilities Capitalization Program
FE	Facilities Construction
F	Facilities Development
FA	Facilities Development Goals
FEC	Facilities Development Plans and Specifications
FAA	Facilities Development Priority Objectives
	<i>Facilities Inventory</i> (Use "Facilities Planning")
	<i>Facilities Obsolescence Determination</i> (Use "Retirement of Facilities")
FB	Facilities Planning
FBA	Facilities Planning Advisers
FK	Facilities Renovations
	<i>Fact Finding</i> (Use "Impasse Procedures")
	<i>Fair Employment</i> (Use "Equal Opportunity Employment" and/or "Contractor's Fair Employment Clause.")
IGAH	Family Life Education
	<b>Federal</b>
LH	Federal Education Agency Relations
KND	Relations With Federal Governmental Authorities
DEC	Revenues From Federal Tax Sources
DD	State and Federal Aid Eligibility Determination
CGC	State and Federal Programs Administration
LH	Federal Education Agency Relations
	<b>Fees</b>
IGDE	Student Activities Fees
JN	Student Fees, Fines, and Charges
	<i>Fidelity Insurance</i> (See "Insurance")
IICA	Field Trips and Excursions
IKAA	Final Examinations
	<i>Financial Aid to Students</i> (Use "Student Aid Programs")
	<i>Financial Disclosure</i> (See "Conflicts of Interest")
	<i>Financial Projections</i> (Use "Financial Reports and Statements")
DIC	Financial Reports and Statements
	<i>Fines</i> (Use "Student Fees, Fines, and Charges")
KNAK	Fire Authorities
EBCB	Fire Drills
	<i>Firing</i> (See "Termination of Employment")
EBBA	First Aid
DI	Fiscal Accounting and Reporting
KNAA	Fiscal Authorities
D	Fiscal Management

DA	Fiscal Management Goals
DAA	Fiscal Management Priority Objectives <i>Fiscal Projections</i> (Use "Financial Reports and Statements")
DBB	Fiscal Year
INDB	Flag Displays <i>Flexible Scheduling</i> (Use "Scheduling for Instruction")
EFA	Food Purchasing
EFD	Food Sanitation Program
	<b>Food Services</b>
EF	Food Services Management
EFE	Food Services Records and Reports
EFB	Free and Reduced Price Food Services
EF	Food Services Management
EFE	Food Services Records and Reports <i>Foreign Exchange Students</i> (Use "Admission of Exchange Students")
A	Foundations and Basic Commitments <i>Fraternities</i> (Use, if applicable, "Secret Societies," or break out new descriptor in Section J.)
DFEA	Free Admissions
EFB	Free and Reduced Price Food Services
	<b>Fringe Benefits</b>
GCBC	Professional Staff Fringe Benefits
CBD	Superintendent's Compensation and Benefits
GDBC	Support Staff Fringe Benefits <i>Fund-Raising Activities</i> (Use "Student Fund-Raising Activities" and see also "Sales" and "Solicitations.")
	<b>Funds</b>
DG	Depository of Funds
GBJ	Staff Funds Management
IGDG	Student Activities Funds Management
DIB	Types of Funds
DFAA	Use of Surplus Funds

## G

	<i>Garnishments</i> (Use "Payroll Deductions")
DFE	Gate Receipts and Admissions
GB	General Personnel Policies
C	General School Administration <i>General Track</i> (Use "Instructional Arrangements" or "Grouping for Instruction.") <i>Gifted Students</i> (Use "Programs for Gifted Students")
	<b>Gifts</b>
KH	Public Gifts to the Schools
GBI	Staff Gifts and Solicitations
JL	Student Gifts and Solicitations
	<b>Goals</b>
CA	Administration Goals
BA	Board Operational Goals
LA	Education Agency Relations Goals
FA	Facilities Development Goals
DA	Fiscal Management Goals
IA	Instructional Goals
HA	Negotiations Goals
GA	Personnel Policies Goals
KA	School-Community Relations Goals
AE	School District Goals and Objectives
JA	Student Policies Goals
EA	Support Services Goals <i>Grade Level Organization</i> (Use "Organization of Instruction")
IKA	Grading Systems

## **Graduation**

IKFA Early Graduation  
IKFB Graduation Exercises  
IKF Graduation Requirements  
IKFB Graduation Exercises  
IKF Graduation Requirements  
DFC Grants From Private Sources

## **Grievances**

GBM Staff Complaints and Grievances  
JFH Student Complaints and Grievances  
IHA *Grounds Management* (Use "Buildings and Grounds Management")  
Grouping for Instruction  
*Group Insurance* (See "Insurance")  
*Guarantees* (Use "Purchasing Procedures" and/or "Contractor's Affidavits and Guarantees.")  
*Guidance Counselors* (See "Job Descriptions")  
IJ Guidance Program

## **H**

*Handbooks* (Use "Approval of Handbooks and Directives" and also see "Publications.")

*Handicapped Students* (Use "Programs for Handicapped Students")

*Hazards* (Use "Reporting of Hazards")

JFCF Hazing

## **Health**

KNAF Health Authorities  
IGAE Health Education  
GBE Staff Health and Safety  
JHC Student Health Services and Requirements  
KNAF Health Authorities  
IGAE Health Education

*Health Insurance* (See "Insurance")

*Hearing Procedures* (Use "Special Procedures for Conducting Hearings")

## **Hearings**

DBG Budget Hearings and Reviews  
BDE Special Procedures for Conducting Hearings  
*Heterogeneous Grouping* (Use "Grouping for Instruction")  
*High School Curriculum* (Use "Basic Instructional Program" or break out new descriptor in IGA sequence.)  
*High School Equivalency Diploma* (Use "Adult High School Programs")

## **Hiring**

GCD Professional Staff Hiring  
CBB Recruitment and Appointment of Superintendent  
GDD Support Staff Hiring  
*Holidays* (Use "School Calendar," "Professional Staff Vacations and Holidays," and/or "Support Staff Vacations and Holidays.")

IGBG Homebound Instruction  
JHEA Home Visits  
IKB Homework

*Homogeneous Grouping* (Use "Grouping for Instruction")

*Honorariums* (Use "Payment Procedures")

IKD Honor Rolls  
IGCC Honors Program

*Hospitalization Insurance* (See "Insurance")

KNAE Housing Authorities  
*Housing for Staff* (See "Fringe Benefits" or break out new descriptor as appropriate in GB sequence.)  
IGAB Human Relations Education

	<i>Illness Leave</i> (See "Leaves")
HN	Impasse Procedures
	<i>Imprest Fund</i> (Use "Petty Cash Accounts")
	<i>Income</i> (See "Revenues")
DFG	Income From School Shop Sales and Services
	<i>Increments in Salary</i> (See "Salary Schedules")
	<i>Independent Program Auditors</i> (Use "Use of Independent Evaluators")
IHG	Independent Study
	<i>Indian Education Programs</i> (Use "Special Instructional Programs and Accommodations" or break out new descriptor in IGB sequence.)
KMJ	Indian Tribal Councils
IHHA	Individual Help
IHH	Individualized Instruction
	<i>Industrial Arts</i> (Use "Occupational Education")
	<i>Injuries on School Property</i> (Use "Accident Prevention and Procedures")
	<i>Innovative Programs</i> (Use "Pilot Projects")
JHCB	Inoculations of Students
	<i>Inservice Education</i> (See "Development Opportunities")
	<i>Insignia</i> (Use "School District Legal Status" to describe or depict official school district insignia or break out new descriptor under this term.)
	<i>Inspection of Buses</i> (Use "School Bus Safety Program")
	<b>Inspections</b>
FG	Board Inspection and Acceptance of New Facilities
EBA	Buildings and Grounds Inspections
I	Instruction
IH	Instructional Arrangements
IA	Instructional Goals
	<b>Instructional Materials</b>
IIA	Instructional Materials
IIBC	Instructional Materials Centers
EDBA	Maintenance and Control of Instructional Materials
KLB	Public Complaints About the Curriculum or Instructional Materials
IIA	Instructional Materials
IIBC	Instructional Materials Centers
IAA	Instructional Priority Objectives
	<b>Instructional Programs</b>
IGA	Basic Instructional Program
AFE,IM	Evaluation of Instructional Programs
IGC	Extended Instructional Programs
IGB	Special Instructional Programs and Accommodations
IIBF	Instructional Radio
II	Instructional Resources
	<i>Instructional Service Contracts</i> (Use "Contracting for Instruction")
IIB	Instructional Services
IIBE	Instructional Television
	<b>Insurance</b>
BHE	Board Member Insurance
EEBC	Business and Personnel Transportation Insurance
FEH	Construction Project Insurance Program
EI	Insurance Management
EIB	Liability Insurance
GCBC	Professional Staff Fringe Benefits
EIA	Property Insurance
JHA	Student Insurance Program
EEAF	Student Transportation Insurance
GDBC	Support Staff Fringe Benefits
EI	Insurance Management



	<i>Integration</i> (Use as appropriate "Equal Educational Opportunities," "School Attendance Areas," and/or "Nondiscrimination.")
	<i>Interdistrict Relations</i> (Use "Relations With Other Schools and School Districts")
	<i>Intergroup Education</i> (Use "Human Relations Education")
	<i>Interns</i> (Use "Administrative Intern Program" and/or "Student Teaching and Internships.")
	<i>Interoffice Communications</i> (Use "Office Communications Services")
JFG	Interrogations and Searches
	<i>Interscholastic Activities</i> (Use "Cocurricular and Interscholastic Programs" and subcategories as appropriate.)
IGDJ	Interscholastic Athletics
	<i>Interviews</i> (Use "News Conferences and Interviews")
IGDI	Intramural Programs
DID	Inventories
	<i>Investigations of Student Misconduct</i> (Use "Interrogations and Searches" or "Police Authorities.")
	<i>Investments</i> (Use "Revenues From Investments")

## J

*Job Actions* (Use "Staff Job Actions")

*Job Descriptions* (Use "Qualifications and Duties of Superintendent" for the description of the position of the chief school administrator. All other job descriptions and/or statements of specific qualifications and duties are to be filed as subcategories of either "Professional Staff Positions" or "Support Staff Positions." See discussion in *The School Administrator's Guide to the EPS/NSBA Policy Development System*, 1975 revised edition.)

*Junior High School Curriculum* (Use "Basic Instructional Program" or break out new descriptor in IGA sequence.)

*Jury Duty* (See "Leaves")

## K

*Kindergarten* (Use "Basic Instructional Program" or break out new descriptor in IGA sequence.)

## L

KMH	Labor Organizations
	<i>Land and Buildings Maintenance</i> (Use "Buildings and Grounds Maintenance")
	<i>Landscaping</i> (Use "Buildings and Grounds Maintenance" or break out new descriptor under this term. For landscaping relating to new facilities, use "Site Plans and Specifications.")
	<i>Language Arts</i> (Use "Basic Instructional Program" or break out new descriptor in IGA sequence.)
	<i>Layoffs</i> (Use "Reduction in Professional Staff Work Force" and/or "Reduction in Support Staff Work Force.")
	<i>Lay Readers</i> (See "Job Descriptions")
	<i>Learning Resources Centers</i> (Use "Instructional Materials Centers")
	<i>Leased Buses</i> (Use "Student Transportation Services")
	<i>Leasing and Renting School Equipment</i> (Use as appropriate "Community Use of School Facilities" or "Authorized Use of School-Owned Materials.")
	<b>Leaves</b>
GCBD	Professional Staff Leaves and Absences
GDBD	Support Staff Leaves and Absences
	(See discussion in <i>The School Administrator's Guide to the EPS/NSBA Policy Development System</i> , 1975 revised edition, as to how to file policies on various types of leaves.)

	<i>Legal Age</i> (Use "Students of Legal Age")
	<i>Legal Counsel</i> (Use "School Attorney")
	<i>Legal Name of School District</i> (Use "School District Legal Status")
	<b>Legal Status</b>
HB	Negotiations Legal Status
BB	School Board Legal Status
AA	School District Legal Status
	<i>Legislative Program</i> (Use "School Board Legislative Program")
	<i>Lesson Plans</i> (Use as appropriate "Arrangements for Professional Staff Substitutes," "Supervision of Professional Staff," or "Teaching Methods.")
	<i>Letterheads</i> (Use "Office Communications Services" or break out new descriptor in the EGA sequence.)
	<i>Levels of Instruction</i> (Use "Organization of Instruction")
EIB	Liability Insurance
BJA	Liaison With School Boards Associations
	<i>Librarians</i> (See "Job Descriptions")
	<b>Libraries</b>
IIBDA	Professional Libraries
IIBD	School Libraries
	<i>Library Aides</i> (See "Job Descriptions")
IIAC	Library Materials Selection and Adoption
	<i>Life Insurance</i> (See "Insurance")
CCB	Line and Staff Relations
DBK	Line Item Transfer Authority
	<i>Local Education Agency</i> (See "School Board")
DJD	Local Purchasing
	<i>Locker Searches</i> (Use "Interrogations and Searches")
	<i>Logo</i> (Use "School District Legal Status" to describe or depict official school district logo or break out new descriptor under this term.)
	<i>Long-Range Planning</i> (Use "The People and Their School District" to articulate a commitment to long-range planning in all aspects of the district's affairs. A commitment to long-range planning in specific areas may be expressed in descriptors such as "Budget Planning," "Facilities Planning," and "Curriculum Development." Also use "Goals.")
	<i>Low Bidders</i> (See "Bidding")
	<i>Loyalty Oaths</i> (If loyalty oaths are required of Board members and the superintendent, use "Board Member Qualifications" and "Qualifications and Duties of Superintendent." For employees other than superintendent, incorporate the requirement into the qualifications statement in job descriptions. See "Job Descriptions.")
	<i>Lunch Program</i> (Use "Food Services Management" and appropriate subcategories.)
	<i>Lunch Workers</i> (See "Job Descriptions")

## M

EGAB	Mail and Delivery Services
	<b>Maintenance</b>
ECB	Buildings and Grounds Maintenance
EDBA	Maintenance and Control of Instructional Materials
EDB	Maintenance and Control of Materials
EDBB	Maintenance and Control of Noninstructional Materials
EEACB	School Bus Maintenance
EDBA	Maintenance and Control of Instructional Materials
EDB	Maintenance and Control of Materials
EDBB	Maintenance and Control of Noninstructional Materials
	<i>Maintenance Vehicles</i> (Use "Business and Personnel Transportation Services")
	<i>Maintenance Workers</i> (See "Job Descriptions")
IKEA	Make-Up Opportunities
	<i>Management by Objectives</i> (See discussion of accountability in <i>The School</i> )

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revised edition.)

CD	Management Team
	<i>Manpower Training Programs</i> (Use "Adult Occupational Education")
	<i>Manual of Policies</i> (Use "Policy Dissemination" and/or "Policy Manual Accuracy Check.")
JFF	Married Students
ED	Material Resources Management
EDD	Material Resources Records and Reports
	<b>Materials</b>
EDC	Authorized Use of School-Owned Materials
EDBA	Maintenance and Control of Instructional Materials
EDB	Maintenance and Control of Materials
EDBB	Maintenance and Control of Noninstructional Materials
	<i>Maternity Leave</i> (See "Leaves")
	<i>Matrons</i> (See "Job Descriptions")
	<i>Mayor's Office</i> (Use "Relations With Local Governmental Authorities")
	<i>Mediation</i> (Use "Impasse Procedures")
	<i>Medical Insurance</i> (See "Insurance")
	<i>Medications</i> (Use "Administering Medicines to Students")
	<b>Meetings</b>
BDDB	Agenda Format
BDDC	Agenda Preparation and Dissemination
BDD	Board Meeting Procedures
BCA	Board Organizational Meeting
BDDJ,KBCD	Broadcasting and Taping of Board Meetings
BDC	Executive Sessions
BDDG	Minutes of Board Meetings
HJ	Negotiations Meetings Procedures
BDDI,KBCC	News Media Services at Board Meetings
BDDA	Notification of Board Meetings
BDDEA	Parliamentarian
GCKB	Professional Staff Meetings
BDDH,KD	Public Participation at Board Meetings
BDDD	Quorum
BDA	Regular Board Meetings
BDDK	Reporting Board Meeting Business
BDDE	Rules of Order
BD	School Board Meetings
BE	School Board Work Sessions and Retreats
BDB	Special Board Meetings
BDE	Special Procedures for Conducting Hearings
GDKB	Support Staff Meetings
BDDEB	Suspension of Rules of Order
BDDF	Voting Method at Board Meetings
	<i>Memberships in Organizations</i> (Use "School Board Memberships")
FFA	Memorials
	<i>Mentally Handicapped Students</i> (Use "Programs for Handicapped Students")
	<b>Merit System</b>
GCBA	Professional Staff Merit System
GDBA	Support Staff Merit System
HG	Method of Determining Staff Negotiating Organizations
	<i>Methods of Instruction</i> (Use "Teaching Methods")
	<i>Middle School Curriculum</i> (Use "Basic Instructional Program" or break out new descriptor in IGA sequence.)
	<i>Migrant Education</i> (Use "Special Instructional Programs and Accommodations" or break out new descriptor in IGB sequence.)
	<i>Mileage Allowance</i> (See "Expenses")
	<i>Military Leave</i> (See "Leaves")
IHJ	Minicourses



BDDG	Minutes of Board Meetings
IN	Miscellaneous Instructional Policies
GCG	Miscellaneous Professional Staff Policies
GDQ	Miscellaneous Support Staff Policies
	<i>Modular Schedules</i> (Use "Scheduling for Instruction")
	<i>Motorbikes</i> (Use as paragraph in either "Student Bicycle Use" or "Student Automobile Use" or break out new descriptor in JHF sequence.)
	<i>Motor Pool</i> (Use as appropriate "Traffic and Parking Controls" or "School-Owned Vehicles.")
	<i>Multicultural Education</i> (Use "Human Relations Education")
	<i>Municipal Government Relations</i> (Use "Relations With Local Governmental Authorities")
	<i>Museums</i> (Use "Relations With Cultural Institutions")
	<i>Musical Events</i> (Use "Student Performances")

## N

FFB	Names on Building Plaques
FF	Naming New Facilities
	<i>National School Boards Association Activities and Programs</i> (Use as appropriate "School Board Memberships," "Liaison With School Boards Associations," and/or "School Board Conferences, Conventions, and Workshops.")
	<i>Needs Assessment</i> (Use "Facilities Planning" or "Curriculum Research." See also discussion of the principles of accountability in <i>The School Administrator's Guide to the EPS/NSBA Policy Development System</i> , 1975 revised edition.)
	<i>Negotiable Items</i> (Use "Scope of Negotiations")
	<b>Negotiated Agreement</b>
HM	Announcement of Final Negotiated Agreement
HL	Preliminary Negotiated Agreement Disposition
HP	Negotiated Amendments and Renegotiations Procedures
	<b>Negotiating Organizations</b>
HG	Method of Determining Staff Negotiating Organizations
HH	Privileges of Staff Negotiating Organizations
H	Negotiations
	<i>Negotiations Agendas</i> (Use "Negotiations Meetings Procedures")
	<i>Negotiations Costs</i> (Use "Payment of Negotiations Costs")
HA	Negotiations Goals
HB	Negotiations Legal Status
HJ	Negotiations Meetings Procedures
HAA	Negotiations Priority Objectives
	<i>Negotiations Progress Reports</i> (Use "Release of Negotiations Information")
	<i>Negotiators for the Board</i> (Use "Board Negotiating Agents")
KMC	Neighborhood Associations
	<i>Neighborhood Schools</i> (Use "School Attendance Areas")
	<i>Nepotism</i> (See "Conflicts of Interest")
BHA	New Board Member Orientation
	<i>New Facilities Naming</i> (Use "Naming New Facilities")
KBCB	News Conferences and Interviews
KBC	News Media Relations
BDDI,KBCC	News Media Services at Board Meetings
KBCA	News Releases
	<i>New Students</i> (Use "School Admissions" and appropriate subcategories.)
	<i>Noncertificated Personnel</i> (See discussion of classification of employees in <i>The School Administrator's Guide to the EPS/NSBA Policy Development System</i> , 1975 revised edition.)
	<i>Nonclassified Employees</i> (See discussion of classification of employees in <i>The School Administrator's Guide to the EPS/NSBA Policy Development System</i> , 1975 revised edition.)



	<b>Noncredit Courses</b> (Use as appropriate "Extended Instructional Programs" or "Adult Education Programs.")
AC	Nondiscrimination
IHL	Nongraded Classrooms
	<b>Nonprofessional Personnel</b> (See discussion of classification of employees in <i>The School Administrator's Guide to the EPS/NSBA Policy Development System</i> , 1975 revised edition.)
	<b>Nonresident Students</b> (Use "Admission of Nonresident Students")
GCQA	Nonschool Employment by Professional Staff Members
GDQA	Nonschool Employment by Support Staff Members
	<b>Notes and Bonds Payments</b> (Use "Payment Procedures")
BDDA	Notification of Board Meetings
	<b>Number of Board Members</b> (Use "School Board Legal Status")
	<b>Nursery Schools</b> (Use "Extended Instructional Programs" or break out new descriptor in IGC sequence.)

## O

	<b>Oath of Office</b> (Use "Board Member Oath of Office")
	<b>Objectives</b>
DBE	Determination of Budget Priorities
CAA	District Administration Priority Objectives
LAA	Education Agency Relations Priority Objectives
FAA	Facilities Development Priority Objectives
DAA	Fiscal Management Priority Objectives
IAA	Instructional Priority Objectives
HAA	Negotiations Priority Objectives
GAA	Personnel Policies Priority Objectives
BAA	Priority Objectives of Board Operations
KAA	School-Community Relations Priority Objectives
AE	School District Goals and Objectives
JAA	Student Policies Priority Objectives
EAA	Support Services Priority Objectives
	<b>Observances of Special Events</b> (Use "School Ceremonies and Observances")
	<b>Observers</b> (Use "Professional Visitors and Observers")
IGAD	Occupational Education
	<b>Occupational Health and Safety Requirements</b> (Use "Staff Health and Safety")
	<b>Occupying New Facilities</b> (Use as appropriate "Board Inspection and Acceptance of New Facilities" or "Staff Orientation to New Facilities.")
EGA	Office Communications Services
	<b>Office Education</b> (Use "Occupational Education")
	<b>Office Manager</b> (See "Job Descriptions")
	<b>Officers of the Board</b> (Use "Board Officers")
EG	Office Services Management
EGC	Office Services Records and Reports
	<b>Official Seal</b> (Use "School District Legal Status" to describe or depict official seal of the school district or break out new descriptor under this term.)
	<b>Ombudsman</b> (See "Job Descriptions" and "Complaints.")
	<b>On-the-Job Training</b> (Use "Work Experience Opportunities")
JEFA	Open Campus
IHK	Open Classrooms
	<b>Opening Bids</b> (See "Bidding")
	<b>Opinion Polling</b> (Use "Public Information Program" or break out new descriptor in KBA sequence.)
	<b>Order of Business</b> (Use "Agenda Format")
	<b>Organizational Meeting</b> (Use "Board Organizational Meeting")
CCA	Organization Charts
	<b>Organization of Grade Levels</b> (Use "Organization of Instruction")

IE	Organization of Instruction
BC	Organization of the Board
	<b>Orientation</b>
BHA	New Board Member Orientation
GCF	Professional Staff Orientation
FH	Staff Orientation to New Facilities
GDF	Support Staff Orientation
	<i>Outdoor Education</i> (Use "Extended Instructional Programs" and/or appropriate subcategories or break out new descriptor in IGC sequence.)
	<i>Overtime Pay</i> (See "Supplementary Pay")

**p**

	<i>Paid Holidays</i> (Use "Professional Staff Vacations and Holidays" and "Support Staff Vacations and Holidays.")
	<i>Paraprofessional Personnel</i> (See discussion of classification of employees in <i>The School Administrator's Guide to the EPS/NSBA Policy Development System</i> , 1975 revised edition.)
	<i>Parental Leave</i> (See "Leaves")
IKAD	Parent Conferences
KMA	Parents Organizations
	<i>Parking Lots</i> (Use "Traffic and Parking Controls")
KNAH	Parks Authorities
BDDEA	Parliamentarian
	<i>Parochial Schools</i> (Use "Relations With Other Schools and School Districts")
	<i>Participation of Public at Board Meetings</i> (Use "Public Participation at Board Meetings")
	<i>Part-Time Administration</i> (Use "Temporary Administrative Arrangements")
GCE	Part-Time and Substitute Professional Staff Employment
GDE	Part-Time and Substitute Support Staff Employment
	<i>Part-Time Students</i> (Use "School Admissions")
	<i>Paternity Leave</i> (See "Leaves")
INDA	Patriotic Exercises
DLA	Payday Schedules
HI	Payment of Negotiations Costs
DK	Payment Procedures
DL	Payroll Procedures
	<i>Pensions</i> (See "Retirement" and "Fringe Benefits.")
AB	People and Their School District, The
	<i>Per Diem</i> (See "Expenses")
IHIA	Performance Contracting
	<i>Performances</i> (Use "Student Performances" and/or "Community Use of School Facilities.")
G	Personnel
	<i>Personnel Director</i> (See "Job Descriptions")
GA	Personnel Policies Goals
GAA	Personnel Policies Priority Objectives
GBL	Personnel Records
DJB	Petty Cash Accounts
	<i>Philosophy of Education</i> (Use "Educational Philosophy")
	<i>Photocopying</i> (Use "Printing and Duplicating Services")
	<i>Photographs of Students</i> (Use "Student Records" or break out new descriptor in Section J.)
IGAF	Physical Education
	<i>Physical Examinations of Staff Members</i> (Use "Staff Health and Safety")
JHCA	Physical Examinations of Students
	<i>Physically Handicapped Students</i> (Use "Programs for Handicapped Students")
	<i>Physician</i> (Use "Student Health Services and Requirements" and also see "Job Descriptions.")

IFC	Pilot Project Evaluation
IFB	Pilot Projects
KNAN	Planning Authorities
	<i>Planning Programing Budgeting System</i> (Use "Budgeting System")
	<b>Plans</b>
FECB	Construction Plans and Specifications
EBCA	Disaster Plans
EBC	Emergency Plans
FECC	Equipment Plans and Specifications
FEC	Facilities Development Plans and Specifications
FECA	Site Plans and Specifications
	<i>Playgrounds Use by Community Groups</i> (Use "Community Use of School Facilities")
KNAJ	Police Authorities
	<b>Policies</b>
BFE,CHD	Administration in Policy Absence
BF	Board Policy Development
BFC	Policy Adoption
BFA	Policy Development System
BFD	Policy Dissemination
CH	Policy Implementation
BFGA	Policy Manual Accuracy Check
BFG	Policy Review and Evaluation
BFB	Preliminary Development of Policies
KLA	Public Complaints About Policies
BFF	Suspension of Policies
BFC	Policy Adoption
BFA	Policy Development System
BFD	Policy Dissemination
CH	Policy Implementation
BFGA	Policy Manual Accuracy Check
BFG	Policy Review and Evaluation
	<b>Political</b>
KMI	Political Organizations
GBG	Staff Participation in Political Activities
	<i>Political Activities of Students</i> (Use as appropriate "Student Volunteers for School and Public Service," "Student Organizations," or "Political Organizations.")
	<i>Political Materials</i> (Use "Special Interest Materials" or "Political Organizations.")
KMI	Political Organizations
	<i>Portable Classrooms</i> (Use "Temporary School Facilities")
	<b>Positions</b>
GCA	Professional Staff Positions
GDA	Support Staff Positions
	<i>Postgraduates</i> (Use "School Admissions" or appropriate subcategories.)
GCCA	Posting of Professional Staff Vacancies
GDCA	Posting of Support Staff Vacancies
	<i>Postsecondary Education</i> (Use "Extended Instructional Programs" or break out new descriptor in IGC sequence.)
	<i>Poverty Agencies</i> (Use "Anti-Poverty Authorities")
	<b>Powers</b>
HD	School Board Negotiating Powers and Duties
BBA	School Board Powers and Duties
	<i>PPBS</i> (Use "Budgeting System")
	<i>Practice Teaching</i> (Use "Student Teaching and Internships")
	<i>Prayer Readings</i> (Use "School Ceremonies and Observances" but see comment in <i>The School Administrator's Guide to the EPS/NSBA Policy Development System</i> , 1975 revised edition.)
	<b>Pregnant Students</b>
JFE	Pregnant Students
IGBD	Programs for Pregnant Students
JFE	Pregnant Students



BFB	Preliminary Development of Policies
HL	Preliminary Negotiated Agreement Disposition
	<i>Preparation of Agenda</i> (Use "Agenda Preparation and Dissemination")
	<i>Preparation Periods for Teachers</i> (Use "Professional Staff Time Schedules")
	<i>Preprimary Education</i> (Use "Extended Instructional Programs" or break out new descriptor in IGC sequence.)
	<i>President of the Board</i> (Use "Board Officers")
	<i>Press Services</i> (Use "News Media Relations" or appropriate subcategories, particularly "News Media Services at Board Meetings.")
	<i>Pressure Group Materials</i> (Use "Special Interest Materials")
	<i>Principals</i> (See "Job Descriptions")
EGAA	Printing and Duplicating Services
	<i>Priorities</i> (See "Objectives")
BAA	Priority Objectives of Board Operations
	<i>Private Schools Relations</i> (Use "Relations With Other Schools and School Districts")
KMF	Private Social Service Organizations
HH	Privileges of Staff Negotiating Organizations
	<b>Probation</b>
JGC	Probation of Students
GCG	Professional Staff Probation and Tenure
GDG	Support Staff Probation and Tenure
JGC	Probation of Students
	<i>Professional Growth</i> (See "Development Opportunities")
IIBDA	Professional Libraries
GCQD	Professional Organizations
	<i>Professional Practices</i> (See "Ethics")
GCQB	Professional Research and Publishing
GC	Professional Staff
GCI	Professional Staff Assignments and Transfers
GCQAA	Professional Staff Consulting Activities
GCB	Professional Staff Contracts and Compensation Plans
GCL	Professional Staff Development Opportunities
GCKA	Professional Staff Extra Duty
GCBC	Professional Staff Fringe Benefits
GCD	Professional Staff Hiring
G CBD	Professional Staff Leaves and Absences
GCKB	Professional Staff Meetings
GCBA A	Professional Staff Merit System
GCF	Professional Staff Orientation
GCA	Professional Staff Positions
GCG	Professional Staff Probation and Tenure
GCO	Professional Staff Promotions
GCC	Professional Staff Recruiting
GCBA	Professional Staff Salary Schedules
GCH	Professional Staff Seniority
G CBB	Professional Staff Supplementary Pay Plans
GCP	Professional Staff Termination of Employment
GCJ	Professional Staff Time Schedules
GCBE	Professional Staff Vacations and Holidays
GCLA	Professional Staff Visitations and Conferences
GCK	Professional Staff Work Load
LJ	Professional Visitors and Observers
	<i>Program Auditors</i> (Use "Use of Independent Evaluators")
	<i>Program Budgeting</i> (Use "Budgeting System")
CK	Program Consultants
	<i>Programed Learning</i> (Use "Teaching Methods" or break out new descriptor in IH sequence.)
	<i>Program Goals and Objectives</i> (Break out new descriptor under "School District Goals and Objectives" for separate statements of the goals and objectives of various programs. See discussion about the principles of accountability in <i>The</i>

*School Administrator's Guide to the EPS/NSBA Policy Development System, 1975*  
revised edition.)

IGBC	Programs for Disadvantaged Students
IGBB	Programs for Gifted Students
IGBA	Programs for Handicapped Students
IGBD	Programs for Pregnant Students
	<i>Projections</i> (Use "Enrollment Projections")
IKE	Promotion and Retention of Students
	<b>Promotions</b>
GCO	Professional Staff Promotions
IKE	Promotion and Retention of Students
GDO	Support Staff Promotions
	<i>Propaganda</i> (Use "Special Interest Materials")
EIA	Property Insurance
	<i>Protection of Staff</i> (Use "Staff Protection")
	<i>Psychological Services</i> (Use "Student Psychological Services")
JHDA	Psychological Testing of Students
	<b>Public</b>
AG	Accomplishment Reporting to the Public
ABA,KC	Community Involvement in Decisionmaking
KL	Public Complaints
KLC	Public Complaints About Facilities or Services
KLA	Public Complaints About Policies
KLD	Public Complaints About School Personnel
KLB	Public Complaints About the Curriculum or Instructional Materials
KGB	Public Conduct on School Property
FI	Public Dedication of New Facilities
KH	Public Gifts to the Schools
KB	Public Information Program
BDDH,KD	Public Participation at Board Meetings
KGA	Public Sales on School Property
KI	Public Solicitations in the Schools
KBA	Public's Right to Know
KGC	Smoking on School Premises at Public Functions
AB	The People and Their School District
KBF	Use of Students in Public Information Program
	<i>Public Address Announcements</i> (Use "Class Interruptions")
	<b>Publications</b>
CHCA	Approval of Handbooks and Directives
GCQB	Professional Research and Publishing
DFF	Royalties
KBB	School-Sponsored Information Media
IGDB	Student Publications
JFCD	Underground Student Publications
KL	Public Complaints
KLC	Public Complaints About Facilities or Services
KLA	Public Complaints About Policies
KLD	Public Complaints About School Personnel
KLB	Public Complaints About the Curriculum or Instructional Materials
KGB	Public Conduct on School Property
FI	Public Dedication of New Facilities
KH	Public Gifts to the Schools
	<i>Public Hearings</i> (See "Hearings")
	<i>Public Information Officer</i> (See "Job Descriptions")
KB	Public Information Program
	<i>Publicity Through Schools</i> (Use "News Releases" or "Use of Students in Public Information Program.")
	<i>Public Library Relations</i> (Use "Relations With Cultural Institutions")
	<i>Public Opinion Polls</i> (Use "Public Information Program" or break out new descriptor in KBA sequence.)

BDDH,KD	Public Participation at Board Meetings
KGA	Public Sales on School Property
KI	Public Solicitations in the Schools
KBA	Public's Right to Know
	<i>Public Use of School Facilities</i> (Use "Community Use of School Facilities")
	<i>Publishing by Staff Members</i> (Use "Professional Research and Publishing")
	<i>Pupils</i> (See "Students")
	<i>Pupil-Teacher Ratios</i> (Use "Class Size")
	<i>Purchase Orders and Contracts</i> (Use "Purchasing Procedures")
DJ	Purchasing
	<b>Purchasing</b>
DJE	Cooperative Purchasing
EFA	Food Purchasing
DJD	Local Purchasing
DJA	Purchasing Authority
DJF	Purchasing Procedures
DJA	Purchasing Authority
	<i>Purchasing Guides and Vendor Lists</i> (Use "Purchasing Procedures" or "Vendor Relations.")
DJF	Purchasing Procedures

## Q

	<b>Qualifications</b>
BBBA	Board Member Qualifications
CBA	Qualifications and Duties of Superintendent (Also see "Job Descriptions")
CBA	Qualifications and Duties of Superintendent
	<i>Quality Control</i> (Use "Purchasing Procedures")
	<i>Quantity Purchasing</i> (Use "Purchasing Procedures" or "Cooperative Purchasing.")
	<i>Questioning of Students by Law Enforcement Officers</i> (Use "Interrogations and Searches")
BDDD	Quorum
	<i>Quotations</i> (See "Bidding")

## R

	<i>Racial Balance</i> (Use "School Attendance Areas")
	<i>Rank in Class</i> (Use "Class Rankings")
	<i>Ratification of Negotiated Agreement</i> (Use "Preliminary Negotiated Agreement Disposition")
	<i>Ratification of Policies</i> (Use "Policy Adoption")
	<i>Ratios of Students to Teachers</i> (Use "Class Size")
	<i>Reading Instruction</i> (Use "Basic Instructional Program" or break out new descriptor in IGA sequence.)
	<i>Recall of Board Members</i> (Use "Board Member Removal From Office")
EDA	Receiving and Warehousing
AGA	Recognitions for Accomplishment
	<i>Record Keeping</i> (Use "Data Management")
	<b>Records</b>
ECE	Buildings and Grounds Records and Reports
FEI	Construction Project Records and Reports
EFE	Food Services Records and Reports
EDD	Material Resources Records and Reports
EGC	Office Services Records and Reports
GBL	Personnel Records
EEAG	Student Transportation Records and Reports
JO	Student Records
KNAI	Recreation Authorities

**Recruiting**

GCC	Professional Staff Recruiting
CBB	Recruitment and Appointment of Superintendent
GDC	Support Staff Recruiting
GCPA	Reduction in Professional Staff Work Force
GDPA	Reduction in Support Staff Work Force
	<i>Reemployment of Laid-Off Employees</i> (Use "Reduction in Professional Staff Work Force" and "Reduction in Support Staff Work Force.")
	<i>Referenda</i> (Use "Budget Referenda")
	<i>Registers</i> (Use "Student Attendance Accounting")
BDA	Regular Board Meetings
	<i>Regulations</i> (Use "Administrative Rules")
	<i>Reimbursements of Expenses</i> (Use "Expense Reimbursements")
KM	Relations With Community Organizations (See subcategories KMA through KMI for relations with specific community organizations)
KNB	Relations With County Governmental Authorities
LD	Relations With Cultural Institutions
KND	Relations With Federal Governmental Authorities
KN	Relations With Governmental Authorities
KNA	Relations With Local Governmental Authorities (See subcategories KNAA through KNAO for relations with specific legal government authorities)
LB	Relations With Other Schools and School Districts
KNC	Relations With State Governmental Authorities
JEFB	Released Time for Religious Instruction
JEF	Released Time for Students <i>Released Time for Teachers</i> (Use "Professional Staff Time Schedules") <i>Release of Information Concerning Students</i> (Use "Student Records")
HK	Release of Negotiations Information <i>Release of Students From School</i> (Use as appropriate "Student Withdrawal From School" or "Released Time for Students.") <i>Releases From Contracts</i> (See "Contracts") <i>Religion</i> (Use "Teaching About Religion," "School Ceremonies and Observances," "Churches," or "Released Time for Religious Instruction.") <i>Religious Absences</i> (See "Absences")
IGBE	Remedial Instruction <i>Removal From Office</i> (Use "Board Member Removal From Office") <i>Renovations</i> (Use "Facilities Renovations")
DFD	Rentals and Services Charges <i>Repairs</i> (See "Maintenance") <i>Report Cards</i> (Use "Student Progress Reports to Parents")
BDDK	Reporting Board Meeting Business
EBAA	Reporting of Hazards <i>Reporting Periods</i> (Use "Grading Systems")
	<b>Reports</b>
EBBB	Accident Reports
AG	Accomplishment Reporting to the Public
CL	Administrative Reports
ECE	Buildings and Grounds Records and Reports
FEI	Construction Project Records and Reports
DIC	Financial Reports and Statements
EFE	Food Services Records and Reports
EDD	Material Resources Records and Reports
EGC	Office Services Records and Reports
EBAA	Reporting of Hazards
CM	School District Annual Reports
IKAB	Student Progress Reports to Parents
EEAG	Student Transportation Records and Reports
	<i>Requisitions</i> (Use "Purchasing Procedures")



	<b>Research</b>
IFA	Curriculum Research
LC	Education Research and Service Centers
GCQB	Professional Research and Publishing
	<i>Research and Development</i> (Use "Curriculum Research")
	<i>Research Director</i> (See "Job Descriptions")
	<i>Reserve Funds</i> (See "Types of Funds")
	<i>Residency Requirements</i> (Use as appropriate "Recruitment and Appointment of Superintendent," "Professional Staff Hiring," and/or "Support Staff Hiring.")
	<i>Resignation of Board Members</i> (Use "Board Member Resignation")
GCPB	Resignation of Professional Staff Members
	<i>Resignation of Superintendent</i> (Use "Superintendent's Termination of Employment")
GDPB	Resignation of Support Staff Members
IIBB	Resource Teachers
	<i>Responsibilities of Staff Members</i> (See "Job Descriptions")
	<i>Retarded Students</i> (Use "Programs for Handicapped Students")
	<i>Retention of Records</i> (See "Records")
	<i>Retention of Students</i> (Use "Promotion and Retention of Students")
	<b>Retirement</b>
FL	Retirement of Facilities
GCPC	Retirement of Professional Staff Members
GDPC	Retirement of Support Staff Members
CBHA	Superintendent's Retirement
FL	Retirement of Facilities
GCPC	Retirement of Professional Staff Members
GDPC	Retirement of Support Staff Members
	<i>Retreats</i> (Use "School Board Work Sessions and Retreats")
	<b>Revenues</b>
DFEA	Free Admissions
DFE	Gate Receipts and Admissions
DFC	Grants From Private Sources
DFG	Income From School Shop Sales and Services
DFD	Rentals and Services Charges
DEC	Revenues From Federal Tax Sources
DFA	Revenues From Investments
DEA	Revenues From Local Tax Sources
DF	Revenues From Nontax Sources
DFB	Revenues From School-Owned Real Estate
DEB	Revenues From State Tax Sources
DE	Revenues From Tax Sources
DFF	Royalties
DEC	Revenues From Federal Tax Sources
DFA	Revenues From Investments
DEA	Revenues From Local Tax Sources
DF	Revenues From Nontax Sources
DFB	Revenues From School-Owned Real Estate
DEB	Revenues From State Tax Sources
DE	Revenues From Tax Sources
	<i>Revenue Sharing</i> (Use "Relations With Local Governmental Authorities")
	<i>Review of Policies</i> (See "Policies")
	<i>Revolving Funds</i> (Use "Types of Funds")
	<i>Rewards for Attendance</i> (Use "Student Awards and Scholarships")
	<b>Rights</b>
JFA	Student Due Process Rights
JF	Student Rights and Responsibilities
	<i>Rights and Responsibilities of Staff</i> (Break out new descriptor in GBC sequence if general statement of rights and responsibilities is desired to supplement statements of rights which pertain to numerous policies and statements of responsibilities which appear in job descriptions.)
	<i>ROTC</i> (Use "Student Organizations" or break out new descriptor in IGD sequence.)



DFF  
BDDE

Royalties  
Rules of Order

## S

*Sabbatical Leaves* (See "Leaves")

### **Safety**

EB Safety Program  
EEAC School Bus Safety Program  
GBE Staff Health and Safety  
JHF Student Safety  
JHFB Student Safety Patrols  
EB Safety Program  
DLB Salary Deductions

### **Salary Schedules**

GCBA Professional Staff Salary Schedules  
GDBA Support Staff Salary Schedules

### **Sales**

DFG Income From School Shop Sales and Services  
KGA Public Sales on School Property  
DJGA Sales Calls and Demonstrations  
*Salesmen* (Use "Vendor Relations" or "Sales Calls and Demonstrations.")  
*Sanctions* (Use "Impasse Procedures")  
*Sanitation* (Use "Food Sanitation Program")

### **Schedules**

DBC Budget Deadlines and Schedules  
DLA Payday Schedules  
GCJ Professional Staff Time Schedules  
IHC Scheduling for Instruction  
EEAB School Bus Scheduling and Routing  
IHD Student Schedules and Course Loads  
GDJ Support Staff Time Schedules  
IHC Scheduling for Instruction  
*Scholarships* (Use "Student Awards and Scholarships")  
JEC School Admissions  
JC School Attendance Areas  
BCG School Attorney  
*School Board* (The user of this system will, of course, employ the appropriate term as supplied by statutes or local usage in reference to the governing board. The term "School Board" is used in this system and in this index in the generic sense as a synonym for "Board of Education," "Board of Directors," "Board of Trustees," and—as used in some New England states—"School Committee." See also "Board.")  
BHBA School Board Conferences, Conventions, and Workshops  
BBB School Board Elections  
B School Board Governance and Operations  
BB School Board Legal Status  
BI School Board Legislative Program  
BD School Board Meetings  
BBF School Board Member Ethics  
BJ School Board Memberships  
HD School Board Negotiating Powers and Duties  
BBA School Board Powers and Duties  
*School Boards Associations* (Use "School Board Memberships" or "Liaison With School Boards Associations.")  
BE School Board Work Sessions and Retreats  
CF School Building Administration  
*School Bus Conduct* (Use "Student Conduct on School Buses")  
*School Business Manager* (See "Job Descriptions")

EEACB	School Bus Maintenance <i>School Bus Program</i> (Use "Student Transportation Services")
EEAC	School Bus Safety Program
EEAB	School Bus Scheduling and Routing <i>School Bus Uses</i> (Use "Special Use of School Buses")
ICA	School Calendar <i>School Committee</i> (See "School Board")
IGCE	School Camps
JD	School Census
IND	School Ceremonies and Observances
K	School-Community Relations
KA	School-Community Relations Goals
KAA	School-Community Relations Priority Objectives
ID	School Day <i>School Directories</i> (Use "Approval of Handbooks and Directives")
CM	School District Annual Report
AE	School District Goals and Objectives
AA	School District Legal Status
INF	School Fairs
IIBD	School Libraries <i>School Lunch Service</i> (Use "Food Services Management") <i>School Nurses</i> (See "Job Descriptions") <i>School-Owned Lands</i> (Use "Revenues From School-Owned Real Estate")
EEBA	School-Owned Vehicles <i>School Physician</i> (Use "Student Health Services and Requirements" and see "Job Descriptions.")
DN	School Properties Disposal Procedure <i>School Seal</i> (Use "School District Legal Status" to describe or depict official school seal or break out new descriptor under this term.) <i>School Shop Sales and Services</i> (Use "Income From School Shop Sales and Services")
KBB	School-Sponsored Information Media <i>School Stores</i> (If student-operated, use "Work Experience Opportunities" or "Student Organizations." If not, use "Material Resources Management." Or break out new descriptor relating as appropriate to any of these existing terms.)
CB	School Superintendent (See also "Superintendent") <i>School Telephone Service</i> (Use "Telephone Services") <i>School Trustees</i> (See "School Board")
IICC	School Volunteers
IC	School Year <i>Science Fairs</i> (Use "School Fairs")
HC	Scope of Negotiations <i>Seal</i> (Use "School District Legal Status" to describe or depict official school seal or break out new descriptor under this term.) <i>Secondary School Curriculum</i> (Use "Basic Instructional Program" or break out new descriptor in IGA sequence.)
JFCE	Secret Societies <i>Secretary to the Board</i> (Use "Board Officers" or "Appointed Board Officials.") <i>Security</i> (Use "Buildings and Grounds Security")
FEB	Selection of Architect <i>Self-Contained Classes</i> (Use "Instructional Arrangements") <i>Semester</i> (Use "School Year") <i>Semester Credit Hour</i> (Use "Graduation Requirements") <i>Semester Schedules</i> (Use "Scheduling for Instruction") <i>Senior Citizens' Privileges</i> (Use if appropriate "Free Admissions" or break out new descriptor in KG sequence.) <b>Seniorlty</b>
GCH	Professional Staff Seniority
GDH	Support Staff Seniority <i>Service Charges</i> (Use "Rentals and Services Charges")

IGAI	Sex Education
LBA	Shared Services
	<i>Sick Leave</i> (See "Leaves")
	<i>Signatures on Checks</i> (Use "Authorized Signatures")
	<i>Sinking Fund</i> (Use "Types of Funds")
FEE	Site Acquisition Procedure
FECA	Site Plans and Specifications
	<i>Slowdowns</i> (Use "Staff Job Actions")
	<b>Smoking</b>
JFCG	Smoking by Students
KGC	Smoking on School Premises at Public Functions
GBK	Smoking on School Premises by Staff Members
IGAG	Teaching About Drugs, Alcohol, and Tobacco
JFCG	Smoking by Students
KGC	Smoking on School Premises at Public Functions
GBK	Smoking on School Premises by Staff Members
	<i>Snow Days</i> (Use "Emergency Closings")
	<i>Socials</i> (Use "Student Social Events")
	<i>Social Services</i> (Use as appropriate "Student Social Services," "Private Social Service Organizations," or "Welfare Authorities.")
	<i>Social Workers</i> (See "Job Descriptions")
	<b>Solicitations</b>
KI	Public Solicitations in the Schools
GBI	Staff Gifts and Solicitations
JL	Student Gifts and Solicitations
	<i>Sororities</i> (Use, if applicable, "Secret Societies," or break out new descriptor in Section J.)
KBD	Speaker Services
BDB	Special Board Meetings
	<i>Special Education</i> (Use "Programs for Handicapped Students")
IGB	Special Instructional Programs and Accommodations
IIAD,KFA	Special Interest Materials
BDE	Special Procedures for Conducting Hearings
CG	Special Programs Administration
EEAD	Special Use of School Buses
	<b>Specifications</b>
FECB	Construction Plans and Specifications
FEA	Educational Specifications
FECC	Equipment Plans and Specifications
FEC	Facilities Development Plans and Specifications
FECA	Site Plans and Specifications
	<i>Spokesperson for the Board</i> (Use "News Releases" and "News Conferences and Interviews.")
	<i>Sports</i> (Use "Interscholastic Athletics" and/or "Intramural Programs.")
KBCE	Sports and Special Events News Coverage
	<i>Staff Assistants to the Board</i> (Use "Board Staff Assistants")
	<i>Staff Attendance Accounting</i> (See "Time Schedules")
	<i>Staff Communications With the Board</i> (Use "Board-Staff Communications")
GBM	Staff Complaints and Grievances
GBCB	Staff Conduct
GBCA	Staff Conflicts of Interest
GBC	Staff Ethics
GBJ	Staff Funds Management
GBI	Staff Gifts and Solicitations
GBE	Staff Health and Safety
	<i>Staff Insurance Program</i> (See "Fringe Benefits")
ABB,GBB	Staff Involvement in Decisionmaking
HO	Staff Job Actions
	<i>Staff Negotiations Rights</i> (Use "Negotiations Legal Status" or "Scope of Negotiations.")



FH	Staff Orientation to New Facilities
GBF,KE	Staff Participation in Community Activities
GBG	Staff Participation in Political Activities
GBEA	Staff Protection
	<i>Staff Residency Requirements</i> (Use as appropriate "Recruitment and Appointment of Superintendent," "Professional Staff Hiring," and/or "Support Staff Hiring.")
	<i>Staff Rights and Responsibilities</i> (Break out new descriptor in GBC sequence if general statement of rights and responsibilities is desired to supplement statements of rights which pertain to numerous policies and statements of responsibilities which appear in job descriptions.)
GBH,JM	Staff-Student Relations
	<i>Staff Transportation</i> (Use "Business and Personnel Transportation Services")
	<i>Staggered Sessions</i> (Use "School Day" or "Scheduling for Instruction.")
	<i>Standardization of Goods, Services, and Equipment</i> (Use "Purchasing Procedures")
	<b>State</b>
KNC	Relations With State Governmental Authorities
DEB	Revenues From State Tax Sources
DD	State and Federal Aid Eligibility Determination
CGC	State and Federal Programs Administration
LG	State Education Agency Relations
	<i>State Aid</i> (Use "Revenues From State Tax Sources")
DD	State and Federal Aid Eligibility Determination
CGC	State and Federal Programs Administration
LG	State Education Agency Relations
	<i>State School Boards Associations</i> (Use as appropriate "School Board Memberships," "Liaison With School Boards Associations," and "School Board Conferences, Conventions, and Workshops.")
	<i>Stationery</i> (Use "Office Communications Services" or break out new descriptor in the EGA sequence.)
	<i>Stores</i> (If student-operated, use "Work Experience Opportunities" or "Student Organizations." If not, use "Material Resources Management." Or break out new descriptor relating as appropriate to any of these existing terms.)
	<i>Storm Days</i> (Use "Emergency Closings")
	<i>Strikes</i> (Use "Staff Job Actions" or "Student Demonstrations and Strikes.")
JED	Student Absences and Excuses
	<i>Student Achievement</i> (Use "Academic Achievement")
IGDE	Student Activities Fees
IGDG	Student Activities Funds Management
	<i>Student Admissions</i> (Use "School Admissions" and appropriate subcategories.)
	<i>Student Advisor to the School Board</i> (Use "Student Involvement in Decisionmaking")
JHB	Student Aid Programs
JE	Student Attendance
JEE	Student Attendance Accounting
JHFD	Student Automobile Use
JI	Student Awards and Scholarships
JHFC	Student Bicycle Use
	<i>Student Body Organization</i> (Use "Student Government")
	<i>Student Clubs</i> (Use "Student Organizations")
JFH	Student Complaints and Grievances
JFC	Student Conduct
EEACC,JFCC	Student Conduct on School Buses
IKAC	Student Conferences
JFI	Student Demonstrations and Strikes
JG	Student Discipline
JEDB	Student Dismissal Precautions
JFCA	Student Dress Code
JFCI	Student Drug Abuse
JFA	Student Due Process Rights
	<i>Student Exchange Program</i> (Use "Admission of Exchange Students")
JGE	Student Expulsion

JN	Student Fees, Fines, and Charges
IGDF	Student Fund-Raising Activities
JL	Student Gifts and Solicitations
JFBA	Student Government
JHC	Student Health Services and Requirements
JHA	Student Insurance Program
ABC,JFB	Student Involvement in Decisionmaking
IGDA	Student Organizations
IGDD	Student Performances
	<i>Student Photographs</i> (Use "Student Records" or break out new descriptor in Section J.)
JA	Student Policies Goals
JAA	Student Policies Priority Objectives
IKAB	Student Progress Reports to Parents
JHD	Student Psychological Services
IGDB	Student Publications
JO	Student Records
JF	Student Rights and Responsibilities
J	Students
JHF	Student Safety
JHFB	Student Safety Patrols
	<i>Student Sales</i> (Use "Student Fund-Raising Activities" or "Income From School Shop Sales and Services.")
IHD	Student Schedules and Course Loads
	<i>Student School Board</i> (Use "Advisory Committees to the Board" or "Student Involvement in Decisionmaking.")
IGDC	Student Social Events
JHE	Student Social Services
JFD	Students of Legal Age
JGD	Student Suspension
	<i>Student-Teacher Ratio</i> (Use "Class Size")
LEA	Student Teaching and Internships
	<i>Student Transfers</i> (Use "Assignment of Students to Schools")
EEAE	Student Transportation in Private Vehicles
EEAF	Student Transportation Insurance
EEAG	Student Transportation Records and Reports
EEA	Student Transportation Services
JJ	Student Volunteers for School and Public Service
JH	Student Welfare
JECE	Student Withdrawl From School
	<b>Substitutes</b>
GCEA	Arrangements for Professional Staff Substitutes
GDEA	Arrangements for Support Staff Substitutes
GCE	Part-Time and Substitute Professional Staff Employment
GDE	Part-Time and Substitute Support Staff Employment
CI	Temporary Administrative Arrangements
	<i>Substitute Teachers</i> (Use descriptors immediately above as appropriate and also see "Job Descriptions.")
CGA	Summer Program Administration
IGCA	Summer Schools
	<b>Superintendent</b>
BCD	Board-Superintendent Relationship
AFB,CBG	Evaluation of the Superintendent
CBA	Qualifications and Duties of Superintendent
CBB	Recruitment and Appointment of Superintendent
CB	School Superintendent
CBD	Superintendent's Compensation and Benefits
CBF	Superintendent's Consulting Activities
CBC	Superintendent's Contract
CBE	Superintendent's Development Opportunities

CBHA	Superintendent's Retirement
HF	Superintendent's Role in Negotiations
CBH	Superintendent's Termination of Employment
	<i>Superintendent's Annual Report</i> (Use "School District Annual Report")
CBD	Superintendent's Compensation and Benefits
CBF	Superintendent's Consulting Activities
CBC	Superintendent's Contract
CBE	Superintendent's Development Opportunities
CBHA	Superintendent's Retirement
HF	Superintendent's Role in Negotiations
CBH	Superintendent's Termination of Employment
FEG	Supervision of Construction
GCM	Supervision of Professional Staff
JHFA	Supervision of Students
GDM	Supervision of Support Staff
	<i>Supervisors</i> (See "Job Descriptions")
IIAB	Supplementary Materials Selection and Adoption
	<b>Supplementary Pay</b>
GCBB	Professional Staff Supplementary Pay Plans
GDBB	Support Staff Supplementary Pay Plans
E	Support Services
EA	Support Services Goals
EAA	Support Services Priority Objectives
GD	Support Staff
GDI	Support Staff Assignments and Transfers
GDB	Support Staff Contracts and Compensation Plans
GDL	Support Staff Development Opportunities
GDKA	Support Staff Extra Duty
GDBC	Support Staff Fringe Benefits
GDD	Support Staff Hiring
GDBD	Support Staff Leaves and Absences
GDKB	Support Staff Meetings
GDBAA	Support Staff Merit System
GDF	Support Staff Orientation
GDA	Support Staff Positions
GDG	Support Staff Probation and Tenure
GDO	Support Staff Promotions
GDC	Support Staff Recruiting
GDBA	Support Staff Salary Schedules
GDH	Support Staff Seniority
GDBB	Support Staff Supplementary Pay Plans
GDP	Support Staff Termination of Employment
GDJ	Support Staff Time Schedules
GDBE	Support Staff Vacations and Holidays
GDLA	Support Staff Visitations and Conferences
GDK	Support Staff Work Load
	<i>Surety Bonds</i> (Use "Bonded Employees and Officers")
	<b>Surplus</b>
DN	School Properties Disposal Procedure
EFAA	Use of Surplus Commodities
DFAA	Use of Surplus Funds
	<i>Surveys of Opinion</i> (Use "Public Information Program" or break out new descriptor in KBA sequence.)
	<b>Suspension</b>
JGD	Student Suspension
GCPD	Suspension and Dismissal of Professional Staff Members
GDPD	Suspension and Dismissal of Support Staff Members
BFF	Suspension of Policies
BDDEB	Suspension of Rules of Order
GCPD	Suspension and Dismissal of Professional Staff Members



GDPD	Suspension and Dismissal of Support Staff Members
BFF	Suspension of Policies
BDDEB	Suspension of Rules of Order

## T

	<i>Tables of Organization</i> (Use "Organization Charts")
DC	Tax and Debt Limitations
	<i>Tax Anticipation Notes</i> (Use "Tax and Debt Limitations")
KNAB	Taxation Authorities
	<i>Tax Collecting</i> (Use "Revenues From Local Tax Sources")
	<i>Tax-Exempt Annuities</i> (Use "Salary Deductions." Also see "Fringe Benefits.")
IIBA	Teacher Aides
	<i>Teacher Contracts</i> (See "Contracts")
	<i>Teacher Institutes</i> (Use "Professional Staff Development Opportunities")
	<i>Teacher Organizations</i> (Use "Professional Organizations" or "Method of Determining Staff Negotiating Organizations.")
	<i>Teachers</i> (See "Job Descriptions")
	<i>Teachers' Mailboxes</i> (Use "Mail and Delivery Services")
INB	Teaching About Controversial Issues
IGAG	Teaching About Drugs, Alcohol, and Tobacco
IGAC	Teaching About Religion
INA	Teaching Methods
	<i>Team Management</i> (Use "Management Team")
IHE	Team Teaching
	<i>Technical Education</i> (Use "Occupational Education")
EGAC	Telephone Services
	<i>Television</i> (Use "Instructional Television")
CI	Temporary Administrative Arrangements
FJ	Temporary School Facilities
	<b>Tenure</b>
GCG	Professional Staff Probation and Tenure
GDG	Support Staff Probation and Tenure
	<b>Termination of Employment</b>
GCP	Professional Staff Termination of Employment
CBH	Superintendent's Termination of Employment
GDP	Support Staff Termination of Employment
	<i>Term of Office of Board Members</i> (Use "School Board Legal Status")
	<i>Terms</i> (Use "School Year")
ILB	Test Administration
	<b>Testing</b>
JHDA	Psychological Testing of Students
IL	Testing Programs
IL	Testing Programs
	<i>Test Results Reporting</i> (Use "Use and Dissemination of Test Results")
ILA	Test Selection and Adoption
	<i>Textbook Maintenance and Control</i> (Use "Maintenance and Control of Instructional Materials")
IIAA	Textbook Selection and Adoption
AB	The People and Their School District
	<b>Time Schedules</b>
GCJ	Professional Staff Time Schedules
GDJ	Support Staff Time Schedules
	<i>Title III Centers</i> (Use "Relations With Education Research and Service Centers")
	<i>Tornado Warnings</i> (Use "Warning Systems")
	<i>Track System</i> (Use "Grouping for Instruction")
ECD	Traffic and Parking Controls



**Transfers**

GCI	Professional Staff Assignments and Transfers
GDI	Support Staff Assignments and Transfers
	<i>Transfer Students</i> (Use "Admission of Interdistrict Transfer Students" or "Admission of Exchange Students.")
	<b>Transportation</b>
EEBC	Business and Personnel Transportation Insurance
EEBD	Business and Personnel Transportation Records and Reports
EEB	Business and Personnel Transportation Services
EEAE	Student Transportation in Private Vehicles
EEAF	Student Transportation Insurance
EEAG	Student Transportation Records and Reports
EEA	Student Transportation Services
EE	Transportation Services Management
EE	Transportation Services Management
	<i>Travel Expenses</i> (See "Expenses")
IGCB	Travel Study
JEDA	Truancy
	<i>Tuition</i> (Use as appropriate "Admission of Nonresident Students," "Summer Schools," and "Adult Education Programs.")
GCQAB	Tutoring for Pay
DIB	Types of Funds

**U**

JFCD	Underground Student Publications
	<i>Unemployment Insurance</i> (See "Insurance")
BBE	Unexpired Term Fulfillment of Board Members
	<i>United States Office of Education</i> (Use "Federal Education Agency Relations")
	<i>Unwed Mothers and Fathers</i> (Use "School Admissions" or break out new descriptor in JF sequence.)
ILC	Use and Dissemination of Test Results
AFG	Use of Independent Evaluators
EEBB	Use of Private Vehicles on School Business
	<i>Use of School Facilities</i> (Use "Community Use of School Facilities")
KBF	Use of Students in Public Information Program
EFAA	Use of Surplus Commodities
DFAA	Use of Surplus Funds

**V****Vacancies**

GCCA	Posting of Professional Staff Vacancies
GDCA	Posting of Support Staff Vacancies
	<i>Vacancy on the Board</i> (Use "Unexpired Term Fulfillment of Board Members")

**Vacations**

GCBE	Professional Staff Vacations and Holidays
GDBE	Support Staff Vacations and Holidays
ECAB	Vandalism

**Vehicles**

EEBA	School-Owned Vehicles
EEAE	Student Transportation in Private Vehicles
EEBB	Use of Private Vehicles on School Business
EFC	Vending Machines
DJG	Vendor Relations

**Venereal Diseases** (Use as appropriate "Health Education" or "Physical Examinations of Students.")

**Veterans** (Use "School Admissions")

**Visitations**

GCLA Professional Staff Visitations and Conferences  
LJ Professional Visitors and Observers  
GDLA Support Staff Visitations and Conferences  
KK Visitors to the Schools  
KK Visitors to the Schools

**Vocational Education** (Use "Occupational Education")

**Volunteers**

IICC School Volunteers  
JJ Student Volunteers for School and Public Service  
BDDF Voting Method at Board Meetings

**Voucher Plan** (Use "School Admissions")

**W**

EEAA Walkers and Riders  
Walkouts (Use "Staff Job Actions")  
Warehousing (Use "Receiving and Warehousing")  
EBAB Warning Systems  
Weapons (Use "Dangerous Weapons in the Schools")  
KNAG Welfare Authorities  
Women's Rights (Use "Nondiscrimination," "Equal Educational Opportunities," or "Equal Opportunity Employment.")  
IGADA Work Experience Opportunities  
Work Load  
GCK Professional Staff Work Load  
GDK Support Staff Work Load  
Working Conditions (Use appropriate subcategories of "Professional Staff" and "Support Staff.")  
Work Sessions (Use "School Board Work Sessions and Retreats")  
Workshops (See "Conferences")  
Workmen's Compensation (Use "Insurance Management")

**X**

**Y**

**Year**

DBB Fiscal Year  
IC School Year  
Yearbooks (See "Publications")  
Year-Round School (Use "Extended School Year")  
KME Youth Organizations

**Z**

KNAO Zoning Authorities

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